

CHILD STUDY

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HEADLINES



Some of the changes which have taken place in the traditional American home, and the ways we can safeguard those extensions of the home—all the increasing outside services for children—are considered in this issue.



Among the contributors are: Sidonie Matsner Gruenberg, author and Director of the Child Study Association of America; Beata Rank, co-director of The Children's Center at Roxbury, Mass., and on the staff of the Judge Baker Guidance Center; Evelyn Millis Duvall, formerly Director of the Association for Family Living, Chicago, Ill., and now Secretary of the National Conference on Family Relations; Clara Lambert, Director of Teacher Education of the Play Schools Association, and author of "School's Out." The "Parents Contribute" articles are written by Frances P. Simsarian, psychiatric social worker, whose two previous articles on children's "self-demand" feeding have appeared in CHILD STUDY; and Roberta White Taylor, who has taught child psychology at Yenching University in Peking, China, and organized a nursery school there.



The Spring issue of CHILD STUDY will be devoted to an evaluation of the forthcoming Child Study Association conference on "The Decisive Decade Ahead: What Will It Bring to Our Children?"

ELSEWHERE in this issue a memorial tribute has been dedicated to **Bird Stein Gans** who was president of the Child Study Association for many years and a leader in the organization since 1896. On this page the editors of CHILD STUDY wish to pay their own tribute to her as a gallant leader and an indefatigable co-worker whose inspiration they will miss and whose influence they will feel for many years to come. Our poignant sense of personal loss is leavened by gratitude for the privilege of having worked with her, of having shared the contagion of her spirit and her vision.

THE CHILD'S HOME WIDENS

TO MOST people the word "home" conjures up a picture which stirs the emotions. To each of us home was the source of our earliest and deepest experiences. That is why, no doubt, we find ourselves resistant and troubled when, in this fluid world, changes seem to threaten this traditional "home," to usurp its functions and, we fear, to shrink its influence.

HISTORICALLY, we have looked askance upon each agency as it took over the home's traditional services to its children: first, the school, the clinic and the hospital, then the nursery group, the welfare organization, the counseling service, the recreation center, the movies and the radio. Yet each of these has, at its best, made its contribution to the lives of children and youth in a way which the modern home is not equipped to do. Today we think of schools and hospitals as indispensable. In the same way the physical shrinkage of the home itself and of the size of the family makes group recreation and play outside the home imperative. Child-care centers and nursery schools offer a much-needed alternative to solitary play for the only child or spaced children, or the child whose mother, whether for economic or other reasons, must be away from home a part of the day.

WE WILL have to learn how best to use these services without which the home is no longer adequate. At the same time, believing that the home is always the center of the child's emotional well-being, we must see to it that these agencies do actually *serve* the home, not *sever* it, that they work *with* it, not *against* it. Home is no longer all things to all its children. Rather, it is the place where outside experiences are sifted, interpreted, integrated and shared by the family members against a continuous background of mutual understanding, appreciation and love.

THE EDITORS.

New Vistas for the Family

By SIDONIE MATSNER GRUENBERG

FOR a long time now we have been aware that tremendous changes have been taking place in our family life. That families are considerably smaller than they were a generation or two ago, that a great deal of the work formerly carried on at home is now relegated to impersonal concerns such as bakeries, laundries, factories, and canneries is no longer news. We even accept as a matter of course the miraculous labor-saving and time-saving inventions that have been coming into our homes during the past twenty-five years. We know too that the pattern of the bride stepping from her parents' home directly into her own home has been broken. The girl who has been trained for and who has "worked at" nothing but homemaking is the exception, while the typical young bride comes to marriage from a job, college, or other special training. All these changes we take pretty much for granted. What we do not recognize even now, however, is the full effect of these changes on our lives, their deeper significance as they influence all of our home relationships.

To begin with the young women who come to marriage after college or a job: many of them are all at sea in a way that each one considers unique but which is actually a widespread phenomenon of our time. Again and again they describe feeling lost or full of doubts about themselves because they are so completely on their own in their homes; there is no boss to direct, to praise or to criticize their work, and no teacher to grade them on their success or failure, to tell them whether they rate "A," "B," "C," or "D" as homemakers. They have, to be sure, friends and neighbors who might serve as fellow students or co-workers and with whom they can compare notes. But they want something more than this—they want reliable "standards" to tell them whether they are being good housekeepers and, later, good mothers. They have been trained for something else, most of them have made good at something else, and now they are determined to make good at this business of being a wife and mother.

These young women are as thrilled at the prospect of having a baby, as were their counterparts of former days. There is no lack of mother love. But, one after the other, each of them discovers herself frus-

trated, bogged down by the incessant demands of household and infant; she feels a conscious, or more often unconscious resentment against a situation that shuts her out from the goings-on of the outside world. Naturally, these feelings are accompanied by a deep sense of guilt. She doesn't realize that so many other young mothers feel very much the same, are in the same predicament, because the structure of the family has changed so enormously since grandmother's day. She is probably a second or third generation member of a small family and enjoys the small family freedom from aunts and great-aunts, from older sisters and older sisters-in-law. But with this she is deprived of their helping hand which in former times, quite naturally and without any to-do, would join in the work that had to be done, so that cooperatively they all cared for two or three or six or eight children instead of each mother, independently and in isolation, caring for one or two.

The isolation of each little family is clearly illustrated by the acute and relatively recent problem of finding a "sitter" for the baby. The contrast between this picture and the picture of the old-fashioned home is brought vividly to mind in this quotation from Dorothy Canfield Fisher:

"We continually forget that the old time home was not only kitchen, sleeping-rooms, and living quarters for a father, mother, and their children, as it now is; but also school, grocery, textile mill, butcher shop, shelter for the aged and insane, hospital—unit of life for a clan rather than a family. Our minds have retained no folk memory of the details of life of the old-style home to supplement the generalized statements of our history textbooks. For instance, we are surprised when we find in the American account books of pre-industrial general stores practically no purchases of food or clothing and very few yardage goods for the making of clothing. . . . Nor were there hospitals, except for soldiers. Nor insane asylums. All the sick of the clan were nursed under its own roof. . . . Most of the education of the boys took place there, and all of that of the girls."*

* *Our Young Folks*, by Dorothy Canfield Fisher. Harcourt, Brace & Co., 1943, p. 168.

With such a set-up, it was, of course, unthinkable that someone should have to be brought from the outside merely to "sit" with the baby. One of the woman members of the family would naturally take it upon herself to "mind" the baby—and this in the midst of carrying on her many other activities. Except when the baby is asleep, this difference between "sitting with" and "minding" a baby is a very great difference indeed. When families were large, each child was surrounded by older and younger brothers, sisters, cousins, uncles, and aunts. From the older, he learned much of what he needed to know about manners and customs and much of his skill in getting along with people. From the younger he received practice in being helpful, in bullying, in managing, in leading.

TODAY adults have to do for each child what his contemporaries had largely done for him in the past; and that, of course, puts another burden on modern parents. They have to be friends and playmates to their children and still continue to be their mothers and fathers. And, because this in itself is not enough, they have to go to a great deal of trouble and often expense to find sister-and-brother substitutes and cousin-substitutes in playgrounds, on the block, in nursery schools, and other places.

These changes demand re-evaluation of the function of mother and father in the family, and of the family itself in society so that parents may accept their new roles with clear awareness. Unless a mother enjoys orienting herself and her family in these new patterns, unless she feels satisfaction in watching the wholesome growth of her family, growing herself in the process, the children sense her antagonism. Their behavior is colored by this hostility, and the aggressions within themselves, instead of finding healthy outlets in constructive social channels, may become centered on the personal tensions within the family life. The child ordinarily has to fight the hostile feelings inside himself, and he has to be helped with the steady support of love and happiness to tide him through difficult periods. But the additional strain of life with a mother who isn't quite happy about it all is likely to make the total burden too great in most cases. For such a mother, without knowing it, makes her dissatisfactions and resentments felt by everybody around her, and particularly the child.

In former days, while there was less free time to go outside the home for recreational activities, there were deeper satisfactions to woman's nature within the family itself. This is not to be explained merely by

saying that mothers, deprived of the eight or ten additional children they might have had, feel deprived of their full share of motherhood. Rather, it is to be explained by the attitude they bring with them to their motherhood. Today women do not enter marriage with that feeling of martyrdom or of resignation which many in the past considered their lot. It has been the trend in our democracy to expect happiness and satisfaction and personality development for everybody—including the mother—and so, to an increasing extent, children are born when they are wanted and more or less planned for. This means, however, that an increasing number of parents do not accept their children in the religious spirit in which children were formerly accepted; and that raises a problem that we never had before.

If you take each child as he comes and say that God gave him to you, there he is and you accept him for better or worse. And, if, out of six or eight children, five turn out fine, you can excuse the one or two who do not. But today, when we have only one or two children, we tend to feel that all we have and all we are depends upon the success of those children. The fact that the family has shrunk in size, therefore, has not only economic and statistical significance, but tremendous emotional consequences. It means that each child has become more precious, drawing more attention and more emotion from his parents. Of course, children have always been precious to parents, but because they are fewer they have now become more precious to the community and families are also subject to outside pressures for good results. Within the home itself, this reduced family size means that parents have a reduced chance for success and satisfaction, for these things now depend on so very few children. The small families thus have no margin for error, no "tolerance" in the engineer's sense, for the child who is not in all respects up to standard.

Then, too, parents feel a greater sense of responsibility for a child whom they have brought into the world after a deliberate decision, after considering the question carefully and coming to the conclusion that the time has come to have a child or to have another child. With this freedom of choice, comes the feeling: "If I bring him into the world, he must come up to certain standards." This does not mean that a woman who feels that way is a cold, calculating and demanding woman with no maternal feelings. But with the greater knowledge that has been coming to parents, they have built up dreams of happy, successful children and of satisfactory family lives.

We can thus see the tremendous burden upon the

family at the present time—an emotional and psychological burden and, very often, a physical burden as well. For women have gone out to work in large numbers without finding adequate help in caring for their children. At every step, mothers have been balked in their efforts to find a solution for their problems because the traditional picture of mother-always-in-the-home lingers on. Often the women who have broken through the tradition and the prejudice are rather extreme women, with more feeling for their careers than for their children, and so they have taken extreme steps. Instead of paving the way for the average mother, they have actually hampered progress because, looking at them, the average mother feels: "I don't want to do that. I don't want to give my child away at the age of three to a boarding school in winter and a boarding camp in summer. No! I'd rather keep struggling along the way I am."

Of course, as in all such matters, it isn't a question of "either-or"—either you give your child over completely to some person or institution or you spend every waking hour of the day and night with him. Many women have worked out satisfactory solutions for themselves and their children, but usually they are more quiet about it than the more spectacular career women. Nursery schools have contributed a great deal to the social life of our youngest generation and to the freedom of mothers to carry on their work and to meet their responsibilities, knowing that their children are well cared for, busy and contented.

ALL OVER the country nursery schools and child care centers are filling a vital need. But most of these places are still in the pioneer stage, they are groping, they are experimenting, and they have not yet found out how to serve mothers most effectively. For the most part, these nurseries are run on the assumption that the mother of any little boy or girl is ready to take over again at a moment's notice, as if she had no other responsibility. She is expected to stay home with her child (and therefore home from her job) if there is the faintest suspicion that the little boy might be getting a cold, or if the little girl is in perfect health but has been exposed to measles.

There are a few child-care centers which have set up what I believe to be the pattern for the future. They take seriously the work that women are doing in factories and in other jobs and plan their services accordingly. They take into account the fact that a child, during an incubation period, is often perfectly well and able to play vigorously even though he is a hazard to other children. Therefore they have built

glass partitions to protect the other children while enabling the exposed child to play in sight of his companions and not feel lonely. They also have infirmaries for a child who gets sick or over-tired during the day or who has a minor illness demanding only that he be kept off his feet. The people who run these nurseries take it for granted that the mothers have other responsibilities (and in these cases they actually *have*). But nurseries run on that principle are in the minority. Too often, instead of taking into consideration the life of the whole family, they plan only for their own convenience.

Eventually, I am sure, child care centers will change and will follow the excellent example that has been set in a few isolated cases. And I am certain, too, that school-age children will have groups and clubs and intelligently directed play after school, that teenage boys and girls will have satisfying recreational activities outside the home.

I even feel safe in predicting that mothers will have help in other ways that seems revolutionary to us now. I have long been impressed, for example, by the waste in time and energy, not to mention money, in having ten or twenty women from the same apartment house or community trot out each morning to spend hours in grocery stores and butcher shops, each of them buying and cooking just enough food for three or four people. In some child care centers the mother can now buy a pre-cooked meal to take home when she fetches her child. That indicates possibilities for further cooperation after the war. It seems to me that this trend will lead to groups of women doing their buying jointly and using large kitchens in which food will be prepared for several families at once. This will not usurp mother's job of preparing meals that are distinctive and of making meal-time in her home a time that her children will remember happily all their lives. It will, in fact, give her more time for the niceties, for the distinctive touches in decoration and in seasoning that add to the pleasure of having the family sit down to dinner together. Nothing will be lost if the potatoes have been pared along with other people's potatoes. There will still be many times when a mother, with or without the help of her children, will cook the entire meal herself from start to finish. The point is that it is not necessary for her to do so every day, three times a day.

Apart from the time and energy spent in taking care of this one function alone, there is the question of so many women working for so many hours in isolation. In olden times, though the women didn't

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The Value of Group Experience for the Pre-School Child and His Mother

By BEATA RANK

THE day nurseries which were created in the middle of the last century in Europe were the work of philanthropic organizations. They had no specific educational program and no other purpose than to provide convenient and healthy shelter for the babies and pre-school children of mothers who, for economic reasons, were forced to work.

The first day nursery in the United States was opened in 1854 by the Nursery and Child's Hospital in New York City. Since that time, nurseries have spread rapidly throughout the country with various programs which became unified in a National Federation and reached the peak of their popularity in 1931. In 1936 there came a wave of sentiment against day nurseries and the emphasis shifted to the idea that the responsibility for the care of the child belonged to the home and mother. Social workers frequently found the widowed or deserted mother, whose personal distress was complicated by her worry over the care and support of her children, open to the suggestion of staying at home and accepting "Aid for Dependent Children." If this plan was rejected, foster home care was often preferred to the day nursery because of the better opportunities it offered for fulfilling the individual needs of the child.

The importance of the mother-child relationship in its effect on the infant's life from his earliest days was repeatedly substantiated in numerous scientific studies by various students of child development, the most valuable contributions being made by workers who observed the child directly. Significant comparisons were drawn between the child growing up in the family and the child in a large group where he was not even provided with a mother substitute.

Yet the usual day nursery not only failed to provide for an adequate substitute mother-child relationship, it also lacked any educational program; it was, so to speak, a continuation of the old-fashioned idea of the *creche* and was considered by mothers as a convenient "parking place" for their children. Recently this has no longer been true of all day nurseries;¹ there are many which include a regular nursery school

program and are used for field placements of students of recognized Nursery Training Schools.

Ethel S. Beer has fought courageously for better standards and for enlightenment on what the day nursery has to offer. According to her,² it must be a partial substitute home for the child of poverty, "in which the educational program holds an important but limited place." She makes the plea that a psychiatrist, social worker, physician, and nurse be added to the staff, that the needs of each child may be fully understood and his maximum development fostered. She feels, moreover, that the influence of the day nursery should extend to the entire family, through the informal exchange of news with the mother who brings the child to school, through special consultation hours, and also through parents' meetings.

Recognizing the importance of the well-being of the entire family and standing ready to be of help when crises occur in the home is certainly a humane approach on the part of the day nursery. Only so long, however, as the mother is willing to accept the opinions and judgments of the day nursery staff and to act graciously on their advice, is she considered cooperative and the contact with her constructive. The subtler shadings of maternal behavior and attitudes—the resentment she may feel at being separated from her child, in spite of her intellectual recognition that this is the best solution—are manifestations with which it is harder for a day nursery director to deal. It is here that the help of the psychiatrist is so clearly indicated, as well as in such matters as the determination of those children who can fit at once into a day nursery and those who will require psychiatric treatment for their adjustment.

What seemed to Miss Beer an ideal set-up for a day nursery, hardly to be realized at the present time, is actually offered at The Children's Center, which opened its doors in Roxbury, Mass., in January, 1943. The Children's Center, however, was established not as a day nursery but as a child guidance clinic for pre-school children under the auspices of the Judge Baker Guidance Center, itself a pioneer and model agency responsible for the development of the movement.

When Dr. Marian C. Putnam and the writer set

¹ As early as the beginning of the century, the famous educator and social reformer, Maria Montessori, who sponsored the day nursery in a housing project in Rome, had used it as an experimental laboratory for educational ideas.

² *The Day Nursery*, by Ethel S. Beer. E. P. Dutton & Co., 1942.

out to organize this agency it was clear in their minds that to do psychiatric work with young children one would need a nursery school which could both supplement individual psychiatric therapy and offer an opportunity for observing the child in a home-like atmosphere throughout his daily activities. The fact that we were at war suggested an additional aim: namely, to contribute to the community war effort by offering a program which would include full day care for a certain number of children of working mothers, selected on the basis of some special need. However, after six months' experience, we found that too large a proportion of the places in the nursery school were held throughout the year by children who no longer needed psychiatric supervision, and we realized that it would be too difficult to combine a service to working mothers with our research and therapeutic program.

Psychiatric treatment at The Children's Center is planned in terms of the total mental hygiene problem of the individual child. Close coordination of the work of three equally important departments, the Nursery School, Social Service, and Psychiatry, has given us an unique opportunity to compare data about the child's behavior and his mental and emotional responses to the different experiences and environments to which he is exposed. We have the qualitative daily records kept by the nursery school teacher about each child; we have the picture of the child at home through the mother's verbal communications to the psychiatric social worker or psychiatrist to whom she is assigned, and this is supplemented by a daily record highlighting important events at home which we ask the mother to bring in written form.

A third record is kept by the psychiatrist of each interview he has with the child; physical examinations are made by the staff pediatrician; and a psychologist, equipped for the testing of infants and small children and familiar with our dynamic conceptions of child development, gives her psychological impressions and an evaluation of the mental capacities of the child. All these reports are kept together as an individual record which is filed in a safe to which only the professional worker may have access.

WHILE most day nurseries require as pass-key the proof that the mother is working, The Children's Center made the pass-key a much more individual one, offering guidance and treatment to those mothers and children who presented difficulties which might endanger their future development. In the beginning of our organization, with the war at our doors, the desire for a day care center for the children of working

mothers was so intense that "wishful thinking" on the part of the community misinterpreted our goals. We were swamped with applications for day nursery care, from which we could choose only those few children and their families who needed our services most and could make best use of them. Although our policy on selection was maintained, we gained a substantial knowledge of the needs of parents from all those who applied for day care service. Many times we saw that a young mother who had been unaware of the possible consequences of a separation from her child should be discouraged from her plan to take a job. This could frequently be accomplished in one or two interviews in which the positive side of staying at home were stressed.

In other instances, however, as illustrated by the following case, the situation was more complicated. A little boy of barely fifteen months was brought for day care by a young couple who were very much aware of the significance of the war, and of social problems in general. The mother felt that women should contribute to the cause by working in defense industries, and that the government should arrange for the care of their children. Her point of view was seemingly accepted at its face value by one of our workers, who was skilful enough, however, to recognize that this young woman, sincere as she might be in her passionate allegiance to the ideals of democracy, was trying, without realizing it, to solve a personal problem within herself. The worker's insight was not forced upon the applicant by saying to her, "You are an ambitious woman in competition with a man and you cannot stand seeing him play an active role while you have to be content to keep house and take care of the child." But, aware of these implications, she tried, slowly and tactfully, to discover whether a woman of this type might not be helped to find satisfaction in her home, making her contribution to the war effort in her own way. We accepted the boy and, in accordance with our philosophy, asked the mother to remain in school with him for as long a time as seemed necessary for his adjustment, believing also that in this way she would come to realize what the separation would mean to each one of them.

The mother's custom of slipping out without letting the child know developed, no doubt, not only to spare his feelings but also to protect herself. The anguish which a small child experiences when left without his mother is in direct proportion to the pains of separation she experiences. The only difference is that, as a rule, the child admits his feelings of fear and fury at being deserted; while the mother, who

has worked herself up to the point of sneaking out, is fooling herself in pretending it does not matter to her. By insisting that a mother remain in the school until the child feels quite comfortable without her, which amounts frequently to his saying, "You may go now, bye-bye," we prevent her from deluding herself and allow her time to become aware of her own emotions and to cope with them.

So it sometimes happens that a mother, who seems at first so eager to "park" her child in a nursery school in order to pursue her fantasy of freedom and independence, comes to realize how precious is the bond which exists between herself and her child and that nothing else can make up for it. This is precisely what happened to Mrs. R., the mother of the fifteen months old boy.

The full realization of this bond may come to the mother through the emotional experience of seeing her own child make other attachments, especially to the teacher who is in charge of him; through the pain of jealousy that her own flesh and blood may turn his affection to a "stranger." The initial despair when he responds more easily and gracefully to the teacher's educational demands is often so powerful that the young mother has no other desire than to escape from this self-established trap. If we did not allow her ample time to bring out these feelings to the psychiatric social worker or psychiatrist, who then helps her to understand both her past and present relationship to the child, many more mothers would withdraw children definitely in need of our help.

Although we can in some instances turn the mother back to home and child, we still must recognize that the young mother of today, whose husband is in military service and frequently overseas, has lost a great deal of the love of homemaking and prefers to go to work. When a young mother feels incompetent or too afraid to care for her child without the supporting hand of her husband, or if she feels "diminished" without him and not yet mother enough to make up for the emptiness, then she is impelled to look outside for an interest and nearly always to a full-time job or something that practically amounts to one. She may go to work admittedly to supplement the meager allotment which the government gives to families of enlisted men, or she may feel obliged to make her contribution to the war effort by working for the Red Cross or in a defense factory. This means full-time nursery school for the child, regardless of whether he is the offspring of the working or middle-classes. As a consequence, there is a tremendous demand for both subsidized and private

nursery care. Is this demand to be regarded as an emergency measure only? Or have the day nursery and the nursery school merits of their own which will make them survive after the war?

Actually the nursery school or day nursery offers many advantages, especially the companionship of contemporaries. Of course, babies under two are, as a rule, so absorbed with their egotistical wishes and their desire for the complete attention of the adult, that they are barely capable of playing with each other and even less ready to form friendships. However, we have seen such relationships develop under our eyes more than once between children less than two years old. There is no doubt that nursery group life fosters a much more rapid social development in the young child.³ It stimulates an unfolding of mental capacities and a strengthening of the ego, which becomes more capable of recognizing and dealing with reality. The two-year-old can understand what it means to "take turns" and learns to postpone immediate gratification. In this group situation we even see them manifesting the beginnings of what later develops into a sense of justice. Thus, when Johnny began to bite and attack the children, they tried to avoid him by running away; but when he got hold of a victim the others attacked him, defending the weaker one, especially when it was the dainty and charming Ellen whose helplessness they apparently recognized.

AMONG the three-year-olds there is at times an *esprit de corps*; they will establish a close circle into which they hate to accept a "stranger." Jackie, for instance, was absent from school for a few weeks and on his return found that his beloved friend and playmate had been moved to another group. When he went to visit him, two of the oldest members of the group, obviously threatened by the possibility that Jackie too might be added to their group, viciously attacked the innocent newcomer. Such a demonstration is certainly a sign that there is some group spirit existing between the three-year-olds. Groups of preschool children are, however, quite fragile, and may at times dissolve completely when rivalry for the love of the teacher (group leader) takes the upper hand. Because our groups are small, the teacher has the opportunity to fulfill the individual needs of each child. She can go along with their special feeding or sleeping habits; she can show special indulgence for the shortcomings of toilet training or for some other

³ Compare Anna Freud, Dorothy Burlingham, *Infants Without Families and Children at War*. Susan Isaacs, *Social Development in Young Children*.

unacceptable expressions of aggression. As a rule the children accept the "peculiarities" of their fellows without resentment or criticism, as long as they feel that the teacher is just and is ready to treat each one of them equally. This may not always hold true for a child who finds himself in a rivalry situation with the "favored" one.

Within these groups of pre-school children, who all look up to the teacher, there is nevertheless an opportunity for the very competent child to become a leader to his companions. At other times it is the very aggressive one who impresses the group with his daring. Teddy, for example, now three-and-a-quarter, could fill both requirements. At first a "holy terror," he improved rapidly through the joint efforts of teacher, psychiatrist and social worker. With the lessening of his destructiveness, the personality of a charming, competent boy unfolded. Now he no longer is terrifying and fascinating, but a real object of admiration to his masculine playmates.

Whoever closely observes the relationship between the two sexes during the pre-school period cannot fail to see, beginning around the age of two, a sex curiosity which reaches its peak between two-and-one-half and three; after which the curiosity changes to sexual attraction. The unprejudiced acceptance of these manifestations which are normal in the course of child development can prevent many a trauma for a child whose peace of mind may be very much threatened by fearful and poorly informed adults. This statement does not imply that the child should be given unrestrained license to his curiosity to act out all his instinctual drives in reference to sex and aggression. On the contrary, it is the educator's task to help the child to conquer his primitive desires and to transform them into socially acceptable achievements.

The nursery school has a great deal to contribute here because it is able to offer many channels for sublimation. Equipment which promotes the child's neuro-muscular development offers an opportunity rarely possible at home, not only because of the size and expense of the apparatus but because of the lack of playmates with whom to share its use. Sharing active interest in the creative arts and in imaginative play is of foremost importance, too. Imaginative play is almost always a self-healing attempt on the part of the child to conquer his fears and to adjust to reality. This is more effective in allaying anxiety and guilt when carried on with others his own age which makes possible an exchange and redistribution of roles to suit the changing needs of the individual child. When this play takes place within a sanctioned institution

and in the presence of the teacher, the personification of authority, we have the optimum conditions for a cathartic discharge of the emotions.

Are there not also disadvantages which occur when these small children go to school? Sometimes we find that an estrangement creeps in between the mother and the child, between the home and the school. When a young child spends the major part of his daily life away from his own home and under the leadership of adults who are not his parents, we must expect that the influence of the home and the strong emotional tie between parents and child will weaken. Is this always disastrous? We all know that many homes are completely inadequate for rearing healthy children, and that some parents may be harmful to their children or unable to perform the task for which they are biologically and legally responsible. Where this is the case and one has to give up the hope of doing reconstructive work with the family of the child, foster home placement is generally recommended in preference to an institution. The compromise solution, however, of leaving the child at home but giving him the guidance of a day care center should be seriously considered. Even helpless or ignorant mothers may flatly refuse to place their children in foster homes and will acquiesce more readily in having their responsibility shared by a day care center. We are inclined to agree with this, for even a "bad" mother of the most deprived and rejected child is better than no mother at all.

A day nursery or nursery school which offers a substitute-mother who can make up for the lacks at home has a satisfactory solution. It cannot be stressed too frequently or strongly that the child needs an attachment to one person on whose love and judgment he can depend. However, the nursery school or day care center with only a single teacher to supervise thirty or more children cannot offer this, superior though that one teacher may be. It is physically and emotionally impossible for one person to split herself into so many morsels and keep in each of them the indispensable ingredients for the well-being of a child. What is essential is to divide the nursery school into small groups which will approximate a family, each with a warm, motherly person.

In planning to supplement the home we have to keep in mind that such a situation may create a conflict for the child and the mother. Using our best knowledge we should try to avoid the creating of tensions by linking the school to the home. This can be accomplished by giving the mother as much guidance and help as her individual needs require.

After-School Hours: A Changing Pattern

By CLARA LAMBERT

HOME is where the heart is—and not necessarily where children spend most of their time. During recent years, leisure time has posed a new problem for home and community.

In rural America, play life or leisure for children was almost non-existent. Hamlin Garland has drawn an indelible though gloomy picture of this period, in his *Sons of the Middle Border*. Life for adults and children alike was a round of work from sun-up to sun-down. Children shared this hard way of life with their parents on every level, for better or worse. They understood the hazards of farming and the heart-break of scarcity. The home was a little factory where tools, clothes and food were manufactured, and to which children made their contributions. Nevertheless, for five hours a day they were lent to the community so that they might learn the three R's. Relinquishing the labor of their children until three o'clock was a sacrifice for families to make, but it was considered important for their future as citizens in a democracy that they learn to read and write. The three o'clock gong which still sounds the close of school is a quaint bit of Americana reminding us of a bygone day.

After rural life changed to town life, and during the "horse and buggy" era of a later day, the bell still pealed forth at the midway mark. This period in the small village and town life, might be called the "golden age for children." Children were not needed as urgently in the town or village home as they were on the farms. Consequently, the hours after three o'clock and up to supertime became the "children's hours" for work and play. The routine of these households was like the jingle which children hummed: "Monday, washday; Tuesday, ironing; Wednesday, mending; Thursday, cleaning; and Friday, baking." Everyone in the family shared in this program. Girls helped bring in the wash from the lines, sprinkled the dry clothes, ironed handkerchiefs and small flat pieces; helped with the cleaning, mending, and baking. Boys cut the grass, weeded the garden, mended fence posts, painted the porch, went on errands, tended the horse or cow, and shoveled snowy walks in the winter.

Children worked and played intermittently, in the kind of life pictured for us so glowingly in the Currier and Ives prints. They whooped out of school,

only to meet again on empty lots or backyards where they dramatized meaningful bits of the life they knew and understood: the work of the carpenter, blacksmith, washwoman, doctor, shoemaker, or storekeeper. They played games which recreated the contemporary events of their day: Indians, canal boats, hunters, adventurers, as well as the fantasy and folklore from their elders.

The family was well rooted. Relatives lived nearby. There were family get-togethers—weddings, birthdays, and funerals. There were holiday celebrations, picnics, sleighride parties, church socials, and the greatest of all events, the summer Chatauqua which the whole family attended.

The next period was a contrast in tempo and experiences outside and inside the home. Factories grew in size and number and town life changed. Fathers, uncles and brothers no longer worked in small shops or factories where children could peek in to see them at work. Men worked farther and farther from their homes. The work was no longer closely related to home and community. It was no longer craftsmanship which children could imitate, but machine tending which demanded special skills. The work of the world, so important an ingredient in the content of children's play, gradually became remote from their daily experiences.

Within the home, too, changes were taking place. No longer was the house given over twice a year to the seamstress who came to sew the family's wardrobe. Ready-made clothes began to appear in the stores. Home canning of vegetables and fruits, the baking of bread and cakes, and the smoking of meats began to disappear as domestic arts as industry took them over. Topping off the labor-saving inventions was the advent of the automobile which put the American family on wheels. Tractors, milling machines, trucks, buses and harvester combines, tended to change the character of farm life, too, by making it the work of specialists rather than general farming in which children could share.

In the city, "the children's hours" between three and six began to be the parents' headaches. The streets were crowded and unsafe, there was no adequate play space. When school was dismissed, children were at loose ends. The home no longer needed these young school children, and was unable to offer

them "play-work" activities. The community did not need them either. Time hung heavy on their hands. In the large cities, "gangs" of children, with no backyard or empty lots in which to play, roamed the streets in search of satisfying experiences.

Even in the country, consolidated schools began to change the life of the boy and girl on the farm. A bus took them many miles away from home to a centrally located school building where the children came from a radius of thirty miles. Because of the distance, they could not share a common out-of-school life. Many of the children arrived at home long after the three o'clock bell had sounded. Here, too, they faced an emptiness which would have surprised the farmer's child of a century ago.

And along with all these changes, a great number of innovations appeared at the end of World War I to fill the void after the schoolbell rang. Movies arrived. Children came in hordes to the moving picture houses, as though magnetized. Here they could and did find adventure and excitement. The "Westerns" became juvenile property; the children identified themselves eagerly with this period of action. It became the core of their "Cowboys and Indians" games, and the subject matter of much of their reading.

The radio, too, zoomed into their lives and took on tremendous import for them. Broadcasting stations began to prepare programs especially for children—programs full of action, adventure, and romance; programs which stimulated fantasy, introduced pseudoscience, and reproduced the reality of everyday life.

A third great variation in vicarious living was ushered in with the comics, not to be confused with the funnies. Here, again, experiences far outside the realm of anything children might encounter were brought into their small lives. Even the terrific impact of the war on the lives of families and community could not dull the vividness of life in the world within a world which the comics introduced.

THESE mechanized recreations became play substitutes for millions of children who found themselves imprisoned within their narrow lives: within homes where there was so little to do and within communities which were limited by the city block. These new devices for passing time were wonderfully exciting and absorbing. They made no demands on the participants. The whole experience was a one-way road—all intake and very little expression in play, drawing, carpentry, singing or any other creative medium. If parents can share this make-believe world, however, and interpret it to children, some of the glamor

surrounding the synthetic situations might be toned down to the level of values which the home is interested in fostering. The exotic homes in the movies, for example, the perfect service and unmarred beauty, can be interpreted as fairy-story descriptions of kings and palaces. Seen as fairy tales in modern dress, it does not seem so necessary to envy their perfection.

Mechanical improvements and artificial recreations had stripped the home of many meaningful activities, and robbed the children of real and basic experiences, so that new movements arose to fill this vacuum. Summer camps sprang up to give children a taste of life in the country, to let them come close to living things. This was an attenuated substitute for the farm experiences of a by-gone day. The Scout movement for boys and girls grew, and many crafts and skills were taught which had functioned in a simpler day. In rural areas, 4H clubs helped the children achieve a broader vision of their lives in relationship to their community. Settlements and churches provided havens for city children where music and the arts were encouraged, as well as friendly relationships with other children and adults.

The extended school day became a special feature of the private schools in large cities. To the children of middle-class parents these schools offered a program of play and recreation following the three o'clock bell, which still survived as an institution. In the suburbs the country day school, too, flourished on the strength of these additions to the school day which allowed the children of busy parents to remain in school from nine to five. Many of the mothers were professional people who were away from their homes all day and a supervised after-school program meant less worry about the child's free time.

The poorer families with working mothers, of whom there were many millions even before the war, were not quite so fortunate. Their lives were full of terrific pressures, not only financial, but that of managing a large family, doing washing, cooking and cleaning and at the same time working outside the home. Their children, all too soon, became little men and women who were expected to care for themselves and their brothers and sisters. Both parents and children required a helping hand to see them through. Today wherever mothers are at work or where the community has meagre provisions for children's recreation, there is a need for some organization to tide children over the hump of empty unsupervised hours.

But the three o'clock school bell still peals forth,

(Continued on page 60)

Going Places Does Things for Youth

By EVELYN MILLIS DUVALL

RIGHT now when the forces of a world cataclysm are tearing millions of young people from their homes, there is much concern about what is happening to them and about the results of too rapid emergence of young people from their families. Public attention has for some years been focussed on these young people as they venture forth from the restrictions and controls of the family. Surely the whirlpool of war is heavy going for youth just out of the wading pool. And the sudden relaxation of control by adult family members, at the same time that glamorous new possibilities open up in the community, has brought tragedy to numerous adolescents and distress to their puzzled parents.

Yet we all understand that teen-age youths have needs over and beyond those which the family can adequately meet. We recognize that adolescence is something more than glandular quickening, that it involves a new and complex set of adjustments to adult status in a dynamically changing society. We realize that opportunities for trying themselves out in adult living must be provided for young people in more numerous and more effective ways.

The home setting, important as it is, is not wide enough; the characters who play within it are too few and too familiar to provide an adequate background on which to stage all the dramatic shifts of character required by the teen-age youngster. He needs to go places, to meet people, to do things and to find himself as a person among many other people. For his own development he needs participation in affairs outside the family circle.

Communities are becoming alert to the challenge of providing such opportunities for youth's active participation. The past few years have seen the rise of a good many new facilities and the revitalizing of some old ones. Recreation centers variously called Teen-Town, School-Door Canteen, Hep-House, Rec Center, Crow's Nest, Flamingo Club, Club Sahara (hot and dry), and a host of other ingenious names have sprung up in hundreds of cities and towns in answer to the growing need of high school boys and girls for a place to hang out, to chat with friends, play games, dance and drink pop without either the restrictions or the dangers of adult places. In many communities these teen centers have met a very long-felt need. Traditionally, our towns and cities have

invested heavily in playgrounds for younger children, without providing equally for older youngsters. They had only commercial amusement in pool-rooms, road houses, and dance pavilions, where there were inadequate safeguards for inexperienced youth, or in more carefully supervised communities there were not even these poor outlets for their growing needs.

Recent experience in providing wholesome settings for teen-age recreation has corroborated the following findings: (1) that successful programs emerge out of the needs and interests of the particular group; (2) that young people themselves must be active in setting up and administering the program that concerns them; and (3) that given real responsibility, most young people are eager and able to assume it. Upon these fundamental principles are to be built many new community services still needed by growing youth.

Work and service programs have demonstrated youth's ready acceptance of a chance to contribute constructively to larger social needs. The CCC established the value of such creative projects, both in the work accomplished and in the benefits to the young people themselves. More recently, we have found boys and girls in work camps enthusiastically sweating out their interests for weeks at a time in the cooperative building of some common project. Thousands of isolated programs have escaped wide attention but have been living examples of young people's desire to share more widely in the world's work.

Not long ago a small girls' camp in the midwest needed a camp store. Funds of the sponsoring agency were low. But one of the girls had a brother interested in architecture. He drew up plans for a new kind of camp store. His sister was delighted and her enthusiasm spread throughout the camp. One Saturday afternoon the brother and a group of his pals came by invitation to the camp to help select a suitable site. They discovered rock on the grounds which local builders declared suitable for construction, and sand and gravel down beyond the swimming pool proved just right for concrete. An old abandoned barn was explored by the group and found to have an ample supply of sound lumber that could be salvaged. Here then was their store—conceived all on a Saturday afternoon, painstakingly built on week-ends throughout the season, and opened with a flourish by the several score boys and girls whose

creation it was. Simple as the opening of a flower, yet filled with much of the same magic!

Youth wants to build with more than wood and stone, too. Young people today are eager to get at some of the larger aspects of the world's business. Experience with youth clubs and discussion groups indicates that young people are asking some searching questions about the world they live in. Of course the nature of these questions varies with the developmental level and social experience of the youngster. Early in puberty questions center around establishing oneself as an attractive, accepted person among one's peers. Girls are pre-occupied with gaining the recognition of boys. They want to know how to be popular, what to do on a date, how to conduct themselves in the "smooth" ways that are "in the groove." Their questions about what it means to be married and become a mother show their serious absorption in finding themselves as women. Studies of adolescent girls indicate that as soon as a girl establishes herself socially, *i.e.*, has boy friends and dates and reasonable freedom from parental control, she begins to express a deep concern for people around her. She becomes interested in problems of racial groups, housing, problems of labor and international relations. Then she needs opportunities for talking over social problems and for active participation in programs directed toward their solution. Such agencies as the YWCA, the church, labor organizations, and many

youth movements try to answer this urgent need for activities on ever-widening circles of interest.

Now that American boys rub shoulders with the peoples of the world, they want to make history with more than bombs and bayonets. There are indications that these boys of ours have gone places in ideas as well as in geography during the last few years. They have discovered not only differences, but even more significantly, great common denominators among all peoples that have quickened their interest in human problems. Never again will they, their families or their friends be as provincial as was possible for pre-war stay-at-home youth.

The further a youngster gets from home, the more important it becomes for him. The family that lets him go with understanding and loving courage stays close to him. If his family gives him the support he needs while he is experimenting in larger circles of activity, he is steadied in his new adjustments by the security of his home base. It is as if he were a diver poised upon a diving board readying himself for a plunge into the waters beyond. If the board wobbles, the insecurity seriously affects his plunge. Instead of learning how to execute his dive neatly as his skills improve, he may be so adversely affected by the instability of his footing as to jump in any old way, often hurting himself and his future chances of success in a hurried lunge. It is when he senses a sturdy stability underneath him that he is able to get the spring he needs for his dive into the waters of life.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1944.

State of New York } ss.
County of New York }

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:
Publisher—Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

Editor—Pauline Rush Fadiman, 221 West 57th Street.
Managing Editor—Pauline Rush Fadiman, 221 West 57th Street.
Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York 19, N. Y., Mr. W. Carson Ryan, President; Mrs. George Van Trump Burgess, Mr. Frank E. Karelsen, Jr., Mrs.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)
None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

PAULINE RUSH FADIMAN,
Editor.

Sworn to and subscribed before me this 19th day of September, 1944.

E. AMES BLEDA,

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Commission Expires March 30, 1946.

(Seal)

Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

My husband has been called for army service and I must take a job to help make ends meet. I don't mind working but I'm worried about my baby. Bobby is just two. I can place him in an all-day nursery, I know, but I'm afraid he'll feel quite deserted. He misses his Daddy enough already. How can I help him to understand that we still love him and that he really has a home?

It is true that young children find these family upheavals difficult and that many of them do seem to feel utterly deserted when they first enter a nursery. But after a child discovers that his mother really does come for him every evening as she has promised, the new situation is usually accepted without too much distress, provided that his mother loves him warmly and that she can face the separation herself without becoming upset. When we truly love our children they seem to know it; when we feel that everything will be all right, they usually do too.

It is worth planning carefully, however, to make the situation as easy as possible for both of you. Do you really need to take a full-time job? Part-time work may be available and a more relaxed program may prove well worth the financial sacrifice. If you must take full-time work, try to find a position where an occasional day's absence will be tolerated. Toddlers have their small upsets and it will add to your baby's security if you care for him yourself when he is ill.

The quality of the nursery will make a difference too. If you have any choice at all, try to select one where the teachers are warm, friendly people, where children are handled in small groups and not regimented unduly, and where there is real acceptance of parents and willingness to cooperate with them. Make every effort to talk to Bobby's teachers about him. Stay in the nursery with him once or twice before you leave him there alone.

Finally, try to plan those hours you spend together with your baby so that you will both enjoy them. Get up a little earlier so you won't have to hurry Bobby through his morning routine. Cut corners shamelessly on your housekeeping, if need be, to save

time and energy for a really happy evening hour. Story time, a leisurely bath, an unhurried tucking into bed—these intimate experiences mean a lot to a small child and are well worth a little dust under the bed. Above all remember that it's not the number of hours you spend with your child but the way you both feel when you are together that is important.

My wife and I moved to a suburban community when our boy was a baby, largely for his sake. But now that Dicky is seven our small back yard in a rather "manicured" neighborhood hardly seems to meet his play needs. He comes home from school at three and has nothing to do. There are hardly any boys his age on the block and no very good place for he-man activities. It seems to me that our elementary schools should open afternoon play groups for the children, but I am surprised to find that one of my intelligent neighbors dissents strenuously. He insists that the children will be too regimented, that they will have no time at all to develop their own interests or even to know their own families. He says the child's leisure is a family responsibility and not a school matter. What do you think?

Strangely enough, I agree with both of you. You are quite right in feeling that your child needs more companionship and richer play opportunities than your home can offer. Undoubtedly, many other children in the community are in the same boat or even worse off. And yet your neighbor makes a very real point when he stresses the responsibility of the home, when he fears lack of parental interest and a monotonous regimentation of children. In thinking that most parents can solve the problem unaided, your neighbor is remembering the "old type" home that could offer a child the companionship of many sisters and brothers, and plenty of space and opportunity for rich and creative play. The old-fashioned home provided also a wide variety of things to do and skills to learn that were all part of the community-like activities once characteristic of family life. When much cooking, baking and candlestick making took place in the home, the children participated in a succession of family chores many of which called for experimentation, creativeness and the satisfaction of doing and sharing.

Today, with our small families, cramped homes, and much more limited household activities, we need

to plan more consciously if our children are to find the experiences they need. And many of the answers can certainly be found in well-run community play groups. Play under good, understanding supervision, in a place equipped with proper materials and affording individual expression, can be a strong influence in developing healthy, happy small citizens. But unquestionably, parents will have to take an active and continuous interest in play centers, or they may all too easily deteriorate into regimented and stultified "parking places." In accepting these new community services, parents need not relinquish individual responsibility. In reality, they are uniting to meet their responsibilities more effectively in a changing world. Only when they proceed in this spirit can they provide the best conditions for their children's growth.

What's the best thing to do to help a shy girl to get out and mix more with other children? My daughter, nine years old, refuses to join a dancing class which many of the other children attend. She won't join the Brownie Scout troop which has just been organized, either. She plays nicely at home with one or two of her friends but you can't persuade her to go to their homes or go skating or hiking with them. I know how important it is for a child to gain independence and go about with other children. What can you suggest?

You are right to hope that some day your daughter will be independent enough to venture forth. Meanwhile, however, you must respect her own rate of growth and individuality. When it comes to "mixing," children (grown-ups, too) cannot all be alike. Some seem never to have the slightest trouble nor to suffer in the least from shyness or the need to cling to familiar ways; others find much greater difficulty in leaving the shelter of their own homes and taking part in group activities. The best plan is not to try to hurry such a child too much. If she can have a few friends at home for a while and learn to feel completely comfortable with them, the chances are that before you know it she will want to go where they go. Pressure will be much more effective coming from them than from you.

There are certain questions you need to ask yourself, too. Does this child in general feel contented and secure? Is she happy in her relationship both to you and her father? Does she seem to feel jealous of or inferior to another brother or sister? Is her school-life stimulating and gratifying? The firmer a child feels in her general sense of adequacy, the quicker she is likely to want to step out and try something

new. Sometimes this feeling of being adequate must be built up gradually and in many small ways before pressures of other kinds will become acceptable.

My fifteen year old daughter hardly ever has her friends at the house but is always out on week-end nights with her boy and girl friends. They go to as many movies as they can crowd in, and stay out later and later at diners and amusement places. I'm afraid of the bad influences she is being exposed to, and do wish she would have more of her social life at home, where I could know what is going on.

It is quite natural for your daughter at this age to want to have fun away from home, in new places, without the supervision she has always had at home. This feeling is an important and necessary part of her growing up; it is one way of voicing her desire for independence and greater freedom. Many parents find this step frightening, as you do. They often read into these experiences more than is actually there. Late hours do not of themselves mean misconduct; movies and juke boxes need not lead to cheap and promiscuous behavior. Most young people of your daughter's age merely use these forms of social activity as an outlet for their increasing restlessness and need to be "one of the crowd."

Families in which the relationship between parents and children are warm and understanding can guide their young people through these experiences as they do through others. This does not mean that you must watch everything that goes on, and lay down strict rules of conduct. Your daughter needs rather to feel that she can depend on you to help her set her standards.

There are dangers in the community, however, that parents—and young people—must face. This problem is one for all parents in the neighborhood to attack together to protect *all* the children. They should see, for example, that the laws regarding the sale of liquor to minors are enforced, that taverns are not permitted to encourage "pick-ups." At the same time, other places should be provided where young people can go to have a good time in a normal, wholesome way. The "teen-age canteens" being set up in many neighborhoods are one answer to this need.

All this need not mean that your daughter will not also want some good times at home. If she feels less disapproval of her outside social activities, she will feel freer to bring her friends home with her, too. It will help if she can plan the arrangements with you for these home parties. When the young people come, the parents can be around, but unobtrusively.

Suggestions for Study: The Child's Home Widens

GUIDING PRINCIPLES

I. THE CHANGING ROLE OF THE HOME TODAY

Homemaking is a more conscious process than it used to be. In evaluating our own homes, many of us miss, with vague disquiet, certain aspects of the "ideal home" of our fantasies. Changes in the social scene have immeasurably altered the setting of home life, the size of families, even the traditional work of mothers and fathers and their respective roles. We could not, if we would, recapture the old pattern; our task instead is to preserve the old values in new ways. Home must always be the source of love and security, of genuine understanding and acceptance for every individual, of the deep spiritual and moral values which one absorbs only from dearly beloved models. Many of the other functions of the home have gradually been taken over by outside agencies. Still other services are needed to enrich and protect the quality of family life. But if the important values are to be saved, such outside agencies as nurseries, schools, play groups, camps, guidance services, must recognize clearly their true function as extensions of the home. They should cooperate with parents rather than compete with them for prestige and control.

II. SERVICES FOR THE YOUNG CHILD

In this day of small families and cramped and crowded homes, a well-run nursery has many values, social and educational, to offer the young child. But the wrong kind of nursery is a threat to the child and to the home from which he comes. If nursery education is to become an accepted part of our general social pattern, we must insist on standards which go far beyond adequate physical care, proper equipment and trained personnel. We must insist on teachers who are warm friendly people, able to accept children and parents as they are; on an educational approach which respects individual differences and which reduces regimentation to a minimum; on genuine readiness for two-way cooperation between parents and teachers toward a full understanding of each child's needs.

III. SERVICES FOR THE SCHOOL-AGE CHILD

At school age a child needs space and equipment for vigorous play, material with which to explore a host of rapidly shifting interests and the social experience of playing freely with others of his own age. Few homes today can fill all these needs and so camps, play groups, hobby clubs and the like have grown up to enrich home experience. Still other leisure time experiences are brought to the child through books, radio, movies and the comics. The home, however, retains a very real measure of responsibility. To it falls the task of evaluating and integrating these various influences, of interpreting the broader world to the child. In addition parents must insist on their right to influence these outside groups into which their children are drawn. They should look for the right kind of teachers and leaders, a sound approach to childhood and its needs, a truly democratic atmosphere, not only for their own children, but for all the children of the community.

IV. HELPING THE HOME WITH TEEN AGE PROBLEMS

Adolescents do not, and in the very nature of things cannot, find the answer to all their needs within the home. This is the time for them to begin to wean themselves from their parents and to establish themselves as adults. They need independence, com-

panionship, new and challenging ideas, a variety of work and play experiences, an understanding of the world about them and a chance to participate in its grown-up life. Many of them, however, still lack judgment and strength. We cannot protect them by hedging them about with rules, but we can, through joint community action, provide safe and satisfying outlets for them. Teen age canteens, work camps and volunteer services, vocational guidance bureaus and individual counselling services, serve as a bridge from family dependence to grown-up emancipation. Home still plays its part with both physical and emotional support, but the best home at this stage is the one with courage to set its young people free.

QUESTIONS FOR DISCUSSION

1. Mrs. Brown is very fond of children and quite skillful in her management of them. She never considered sending three-year-old Dickie to nursery school, but now that a little sister has arrived, young Dick shows bitter resentment at this intrusion on his monopoly of his mother. Would it be wise to send him to a good nursery school at this point? How might it help him? Is there any danger that he might feel even more "pushed out"? How might Mrs. Brown safeguard the situation to prevent this?

2. A settlement house is organizing after-school play groups in an effort to stem an increasing delinquency rate among the school children of the neighborhood. What sort of program should it offer to attract those children who need this experience most? What qualifications should be stressed in selecting group leaders? How might the play groups be used as a starting point in the neighborhood to help families toward more effective parenthood?

3. Ten year old Jane goes to a progressive school. Her teacher reports that she is unusually responsible and helpful on the school work projects, carrying on with initiative and perseverance and always ready to do her share of the dirty work. Her mother cannot understand why it is that this same child cannot be induced to keep her own room neat at home and is beginning to think that she has failed badly in her own methods. Do you think that this is probably true? What might explain the difference in the child's behavior at home and at school? Does this indicate that Jane will be a sloppy and irresponsible housekeeper when she is in charge of a home of her own?

4. Mrs. S. has a comfortable and roomy suburban home and has always made her children's friends welcome. There have been endless informal parties and impromptu gatherings, and this household has just naturally been a headquarters for "the gang."

(Continued on page 60)



BIRD STEIN GANS

(1868 – 1944)

The Child Study Association of America dedicates this special section of CHILD STUDY in tribute to the memory of its beloved leader, Bird Stein Gans, who for so many years, until her death on December 30, 1944, gave unstintingly of her devotion and inspiration to the furtherance of the cause in which she believed—the development within the community of a deeper understanding of children and the creation of a better family life. The results of her exceptional vision and and unswerving resolution and courage will live on into the future in service to parents and children everywhere.

CHILD STUDY ASSOCIATION OF AMERICA

221 West 57th Street
New York 19, N. Y.

A MEMORIAL meeting in honor of Bird Steingans was held on February 1, 1945, at the Headquarters of the Child Study Association of America. The following are excerpts from tributes paid her:

INSPIRED PIONEER—EARLY CHILD STUDY DAYS

My participation in this memorial meeting is justified, it seems to me, by two circumstances. The first is the origin of the Child Study Association of America within the Ethical Culture Society of New York; the second is my personal friendship for Mrs. Gans and my admiration for her leadership in this movement.

Dr. J. Carson Ryan once said that the Child Study Association of America had been founded to meet certain actual needs of mothers, and that it had had its origin in the sound educational philosophy of "one of the most wholesome religious and philosophical movements of modern times."

I was interested in the very beginnings of the Association as a committee of the Ethical Culture Society, and was fortunate to obtain an account of it written some time ago by the widow of Felix Adler, who wrote in part:

"Up to 1886 or thereabouts, the careful observation of infants and small children and the scientific interpretation of the facts observed had hardly been begun.

"It was due to the early studies of German observers like Preyer of Jena, French writers like Peres, also to the interest that was evinced by our own Stanley Hall, Professor at Clark University, that impetus was given to the development of child study.

"About this time [she refers to 1886] a small Kindergarten under the direction of Miss Haven was begun in the basement living-room of our house. Four families combined in this cooperative experiment by sending their children here where each day one of the mothers took her turn in assisting and teaching under the guidance of Miss Haven.

"At this Kindergarten, in a small circle, work and play were combined, giving the mothers an extremely delightful experience—to be both teachers and mothers. And then came another development with a sequel, a valuable one that has had far-reaching results. Why not get a group of mothers to come together and study and discuss the problems that come up in children's training? Why not make child study an important part of the mother's life? Here she could find a new outlet for her intelligence as well as her emotional activities.

"Dr. Adler recognized the immense value of such study of children, such intellectual application supported by the desire of the mother to study and realize to the full what her child could gain by cooperation with other mothers, all intent on the same object.

"A group of six women started on the new study, meeting at the home of Dr. Adler in 1886. Rousseau's *Emile*, Jean Paul Richter's *Levana*, Hobbs, and other books and writers were read and discussed. The influence of Stanley Hall's writings led to a careful study of individual children.

"Then came the desire to go more deeply into the technical preparation; the need for more fundamental training was recognized. That so important a subject for this purpose as psychology could not be omitted was understood; and new as it was, untried and seemingly beyond the grasp of the little group of mothers, nevertheless it was decided to make a bold experiment and push courageously into this new field.

"Interested by Dr. Adler in this unique venture, the study of psychology for mothers, a young professor at Columbia University was persuaded to give lectures on the subject to the pioneer band. This young man was Nicholas Murray Butler.

"The meetings in our home on Park Avenue brought together a group which grew rapidly and continued the work with much interest. After some years, a more formal organization was needed and it became the well-planned and efficient Child Study organization that has grown and spread its network of societies. . . ."

It seems to me that this is an interesting light on the early years of the child study movement. I do not know at just what point Mrs. Gans came into this little committee, but she did join it and afterward played an important part in organizing it into an independent entity.

I want to add to this historical review a word from myself as a tribute to Mrs. Gans and to her leadership. Through all the years I have known her, I have felt that she was inspired. She had ability, courage, convictions that she would live up to and try her hardest to make other people understand, and a certain spirit without which none of those things eventually count. She had a combination of talents which was remarkable, and she gave those talents in service to the cause in which she believed. Among the many causes I have known, none has so continuously had the impulse given by a leader who was able and at the same time had the spirit to make other people feel what was to be accomplished, impersonally and for ends beyond personal glorification.

A piece of our lives, of each of us who were in contact with her, is gone with her. I, for one, feel that she could not, that she cannot be replaced.

ROBERT KOHN,
Leader, Society for Ethical Culture

THE CONTRIBUTION OF SPIRITUAL INSIGHT

My part is to give a word or two of my own sense of personal loss in Mrs. Gans' going.

One of the saddest parts of getting old is that our contemporaries leave us and thereby leave an irreparable loss. When the older generation left us—the generation of our parents—of course, we lost in our parents that which could never be replaced; but the rest of that generation—well, we knew that they would go and, in a way, it gave us a better opportunity to be what we wanted to be. But when those

with whom we work and come to associate with, those for whom we have come to feel that *rapprochement* which comes with fellow workers, when they go, for us the loss is irreparable, and I feel that about Mrs. Gans.

I have not been very intimate with her work, although I have been associated, more or less, a long time now with it; but from time to time when we met there was that about her, the finest of spirit, which attracted me personally very much. I think I first met Mrs. Gans—I looked it up in my diary—on November 16, 1921, at a meeting of the Child Study Association which I was to address at the Ethical Culture Society. I had known professionally of the work that the Child Study Association did, but I was now to discover and to grow into an appreciation of one of the moving figures behind this work.

It did not take long to see that Mrs. Gans had the finest spiritual grasp of such a problem as early education, the finest insight into how mothers could feel, did feel and could be led, and that joined to that she possessed an unusual ability to organize and to lead a group. When you put all those qualities together you have the materials for a contribution which stands out, in my judgment, as a distinct contribution to American civilization at its best.

WILLIAM HEARD KILPATRICK, *Professor Emeritus,
Teachers College, Columbia University*

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STEADFAST VISION—FOUNDING OF PLAY SCHOOLS

I feel it a privilege that I have been selected to bring here today a message from the Play Schools Association, of which Bird Stein Gans was the founder.

The importance of the responsibility of the community for the care of its children was not the obvious and accepted fact a half century ago that it is fast becoming today. Bird Stein Gans was a pioneer in the field of child care. She blazed trails that were untouched along these lines, and through her inspiration and leadership the Committee on Summer Play Schools came into being.

You have heard the history of the organization and the beginnings of the Federation for Child Study, as the Association was formerly called. When World War I started, with a pattern similar to the one we are living through today, family life became sadly disrupted. Children were being neglected because of the absence of their parents from home—fathers in service, mothers in factories.

Mrs. Gans had recently returned from England. While there she had spent much time visiting nursery centers and schools for young children. With her quick imagination and unflagging energy, she accepted the challenge that was presented here in that critical situation. Wasn't the care of undernourished

children in a war crisis a natural outgrowth of the Federation's interest in all children?

With her usual wise approach, Mrs. Gans looked to two main groups working jointly to carry out this constructive plan. She called in competent advisors from various professional fields—educators, medical men, pediatricists, social workers, nutritionists—asking their help in analyzing the problem and forming a workable plan. And then she turned to her lay group of devoted workers and chose from among them two able women to carry out this plan, Alice Morgenthau Ehrlich and Beatrice Borg Stein.

One of Mrs. Gans' co-workers said, "Perhaps one of her most outstanding characteristics was her willingness to look for contributions from all types of people, and her faith in their ability to do, and in the possibility of developing their potentialities." With rare judgment, matched by an ability to see the best in everyone, she gathered around her a group of able, serious-minded people, eager to do a volunteer job in a professional manner.

Mrs. Gans was not carried away by success nor was she discouraged when things went slowly. Success merely spurred her on to see how work could be improved and done even better the next time.

All of us who knew Mrs. Gans realized the radiance of her personality and the enthusiasm that made working with her truly inspirational.

Just as the Child Study Association has grown in its wide field of endeavor from the beginning of one group of which Mrs. Gans was the leader, so the Play Schools Committee has developed in ever farther reaching areas from the early days of its inception. We are now the Play Schools Association, no longer a committee. We plan for all year 'round programs, no longer only for summer. And although we are still far from having attained all of our goals, we are on a higher rung of the ladder and are nearer the accomplishment of those ideals that were established for us by the wise vision and the inspirational guidance of our devoted friend and leader, Bird Stein Gans.

PEGGY C. LEVY, *Executive Committee,
Play Schools Association*

1 1 1

YOUTH AND UNDERSTANDING

When one of the members of the Child Study Board first asked me to take part in this memorial meeting, I wanted very much to do so, for Mrs. Gans was my aunt and my friend, and there is no one I can think of whom I loved and honored more. At the same time I felt that it would be impossible, that I should never be able to say what there was to say in the way it should be said.

And then I could almost hear Aunt Bird saying, as

she had so often in the past, "But, of course, you can. Just try."

That was one of the many wonderful things about her. She helped people to believe in themselves, helped them to do many of the difficult things in life, even the seemingly impossible. And so, because of her, I am going to try.

You have just been hearing, and you all know, something of what she did in her life for education, for the education of the very young and for the education of those whose responsibility it is to guide the very young. You know, as I know, that she was able to make her great contribution only because she herself was of the perennial young. Life was always fresh and new and challenging to her, and up to the very last she never lost interest in that challenge.

She was one of those rare people who never "settle down." Perhaps that was one reason why she had so many friends—young, old and in-between.

One difference between a friend and an acquaintance is that when you are with a friend you say what is on your mind, forgetting to think before you speak. It is a comfortable, happy feeling, and most people who knew Mrs. Gans well, I believe, had that feeling when they were with her.

She supplied even more than that. I can think of no better way to express what I mean than to tell you what one of her friends, whose native language happens to be French, wrote about her after her death. "I have lost not only a very dear friend. *J'ai perdu presque un refuge maternel.*" Most people who really knew Mrs. Gans also had this feeling about her.

Certainly she was a person to whom you could take your problems in the sure knowledge that if a solution existed she would help you find it. Her mind was so keen and so alert, her interest in human beings so deep, that she often created solutions to other people's problems when no one else had been able to do so.

But she was, of course, much more than a maternity ward for the troubled. She was one of the most satisfactory people in the world to tell your good news to. I know that my husband, who also loved her, and I often telephoned to her when anything particularly nice had happened to us; and we did this because we did not really feel that the experience was complete until she knew about it. Now we find that many things are not quite as much fun as they were before, because she is not here to join in them with us.

I think that this ability truly to share in the joys and sorrows of others was one of the secrets of her success with young people.

Recently I had occasion to visit one of the new Teen Age Clubs; and I'm frank to admit that afterward I

felt at least ninety-seven years old. It seemed to me as though I had been in another world, so different, on the surface at least, did these youngsters seem from those I remembered.

It would not have been so with Aunt Bird. I'd be willing to wager that she knew all about the things that struck me as so bewildering—that she could have reenacted a typical teen-age telephone conversation 1944-style, or that she could have explained why, with bobby socks, dungarees, and a man's shirt, a teen-age girl these days must wear at least a dozen bracelets or else be called down by her friends. I imagine that Aunt Bird could even have used the word "sharp" with its proper 1944 meaning.

It was not that she made a conscious effort to keep up-to-date for the mere sake of doing so. She kept abreast of the times because she could not do otherwise. She loved life as she loved people—and not just life in the abstract, but contemporary life, living, breathing, growing life.

Perhaps it was because her own enthusiasms were so genuine, her own interests so deeply grounded, her zest for life so full, that she was able to bridge the gap between generations. Perhaps her success in this was due to other reasons. Personally I believe that it is largely unexplainable. It seems to me that she must have had a very special gift of understanding, a gift which few people are fortunate enough to possess, even with the best will in the world. She understood young people because she understood all people, and because of this she did not make anyone feel either younger or older than herself.

For those of us who were a generation or two removed from her in point of years, whether or not we surmised where the answer lay, somehow or other it was a fact that the invisible barrier which so often separates the older group from the younger never existed in relation to her. There was a great buoyancy in her which dispelled age in a continuous refreshment of life, and there was a great, warm spring of kindness. From these two sources sprang her affirmative and strength-giving qualities; and since affirmation is a characteristic of youth, it is hardly surprising that youth should have responded to her.

She was fun to be with, but she also had an unusual ability to listen with her ears, as one foreigner has put it; and always for those to whom she reached out with friendship—and they are a large company—there was that fine warmth, jolly or grave, depending upon the occasion, but of unquestionable durability and directness, like the glow of an oak fire to the wayfarer.

No doubt it is for her work with the Child Study Association that she will be longest remembered by name; but because of the great and strong influence

for good which she exerted over so many groups and individuals for so long a period, she will also live on in the sense of these words from a great Greek:

Their story is not graven
Only on stone over their
Native earth but lives on
Far away, without visible
Symbol, woven into the stuff
Of other men's lives.

ELIZABETH RIGBY

HER CONTRIBUTION TO PARENT EDUCATION

It has been my privilege to know Mrs. Gans as a friend and colleague for nearly twenty years. In the early days of my interest in child study and parent education, when I was trying to decide where to turn for training and experience, Mrs. Gans was particularly helpful. In addition she understood the many problems involved in trying to care for one's own family and, at the same time, to find energy for study and responsibilities outside the home. Being wise, sympathetic and realistic, she was able to share with me the benefits of her own experiences and observations in a way both illuminating and encouraging.

As I have been remembering the quality of Mrs. Gans' understanding, it has seemed to me to symbolize the strength and soundness of the movement which she helped create. Like Mrs. Gans, the Child Study Association has never lost concern for the individual parent, or respect for the common, human problems with which each generation of parents must come to terms. This has meant that each year the parents have been encouraged to ask their own questions, to grow through their own efforts at understanding, to pioneer in the solution of their own problems. Even as experience and skill on the part of its leaders has increased over the years, and the work of the Association has followed definite patterns, closeness to the needs and interests of the common parent has never been lost.

Learning how to become understanding adults, how to live democratically with children, how to help children help themselves have come to be conscious and important goals for all parents who have been helped directly or indirectly through the influence of the Child Study Association. In this way the great work which Mrs. Gans helped start is continually renewed in individual lives and the Child Study Association is recreated anew year after year.

MARY SHATTUCK FISHER, *Director*
Department of Child Study, Vassar College

My memory goes back to about 1921-1922 when I happened to be connected with the New School for

Social Research, and I remember that Mrs. Gans and one or two of her associates came down to the school to see whether the Federation for Child Study, as it was then known, could collaborate with the school.

And, as I recall, with their help, various conferences were developed, and a number of courses were given, activities in which the school offered its facilities and the Federation brought its experience and knowledge and leadership to develop an interest in child study.

Then, in 1923-1924, when the Laura Spelman Rockefeller Memorial initiated its study, there was a question of where leadership, advice, direction—all the things which were necessary to develop a parent education program on a national basis—could be found. This Foundation, with which I was then connected, turned to the Federation for Child Study for that help.

Now I have a feeling, as I think most of you have, that Mrs. Gans was so thoroughly identified with the Federation, was so completely and unselfishly devoted to its activities, that the Federation or the Association, as it later became, was clearly symbolized and expressed through her and her activities and her way of conducting its affairs. Therefore, I shall speak of the Federation meaning, to a very large extent, Mrs. Gans, and with her the group with whom she was associated in carrying forward these activities.

Beginning in 1924, the Memorial was able and privileged to make available funds for the enterprise through which the Federation group developed over the years, by its leadership and guidance, the whole series of activities so indispensable to the progress of parent education on a national basis. This leadership became increasingly available through printed materials, conferences, help in the training of young people and understanding what child study meant.

Those were days of excitement and despair, and these people had to take on many new duties. They had to enlarge. Their budget went up to extraordinary heights. But in those years I think it is fair to say, as part of the record, that the Federation for Child Study, and the Child Study Association of America as it became, was the central moving agency in the development of the national program; and I would remind you that, with the aid of the Memorial and the guidance and help of the Federation, the same general pattern of child study and of parent education, with variations introduced locally, was started all over the country.

The leadership was largely derived from individuals who came to New York and spent varying periods of time, sometimes a year, sometimes a few months, absorbing as best they could the knowledge, experience, and the spirit of the Child Study Association in its approach to parents.

I want to emphasize that, because without that leadership and that aid, I do not think it would have been possible for the parent education program to have gone forward as it did. I do not think the National Council for Parent Education, which was organized, would ever have had the hardihood and courage to do the things it did if it had not been for the guidance and help and support which came from the Federation and especially from Mrs. Gans.

If you remember, those of you who participated in this phase, and those of you to whom this story may be new, if you remember what has happened over the past twenty years in the field of parent education, of which I have given you only a very brief outline, I hope that you also remember that it was largely because Mrs. Gans inspired confidence that the Memorial put up the funds. And this same confidence inspired the outside groups who came looking for help. It was a very real projection of a personality, as all great achievements are.

LAWRENCE FRANK,

Consultant, Institute of Human Development

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LEADER AND FELLOW WORKER

Bird Gans, wise counselor, beloved friend—these are the feelings that crowd in as I try to record a few of her qualities that impressed themselves upon me and made her life-work so effective and far-reaching.

Those forty-five years of close collaboration in work are vivid in memory, vivid from the first time I met her to the last time, a few weeks before her death. She was beautiful to look at, gracious and encouraging to the young mother of two babies, who came for the first time to attend the study group she was leading.

Hers was the student mind, searching for knowledge. Impelled to study by eagerness to do the best for her own children, she always remained the student, leading the group and contributing to the discussion she knew so well how to stimulate.

Child psychology was in its infancy then, but every book, every study made, was ferreted out by her and used as a background for the group's deliberations. Assignments were expected to be ready on time, and they were—largely because she had what we now call the professional attitude but which has always been known as purposeful integrity. This integrity carried over, and while it was but a by-product of the study in point, it proved to be of immeasurable value in parent education.

She asked me to become Recording Secretary of the group just three months after I joined. I had never taken minutes of a meeting, much less recorded discussion. She said I could do it, and I did. We met weekly. With two babies to take care of and

inexperienced help it was not always easy to meet the standards she had set. On one meeting day I found myself without help and the minutes not fully in shape. When I telephoned she said she would send a messenger for them. This gave me just enough time to round out the report, and taught me once and for all that assuming responsibility carried with it the obligation to feel responsible. It served me in good stead when leading groups of my own.

Her friendship was of a rare kind. There was always a warm sharing in the joys and difficulties of one's private life, coupled with a reticence that never wished to intrude. She called out, and listened with interest to, one's ideas and feelings, and shared her own. Such was her friendship.

Bird Gans has not died. She has left with us the impact of her vital personality indelibly impressed with her fine qualities as a human being. She will ever be remembered as a valiant leader in the ranks of those striving for a better world to come.

CÉCILE M. PILPEL,

*Formerly Director of Study Groups,
Child Study Association of America*

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We are gathered here for a memorial meeting, but it is impossible to speak of Bird Gans in the past tense. Every speaker has emphasized her vitality and dynamic personality and how it impressed itself on all individuals and causes that she touched.

Those of us who were privileged to work with her very, very closely, not just for a few years but literally for decades, owe her a debt that none of us can really express. She had a talent for gathering around her people of varied abilities, of giving them responsibilities, of stimulating their efforts and of making them go through with their tasks. When we were younger and immersed in the complications of our households and children, we would often falter. At such moments, when we thought we couldn't carry through what Mrs. Gans had assigned to us, she would tell us that we had to, not by pressure, but by making us feel a sense of values.

She would say, in effect, "This is important. You can do it. You must do it." And we did. We felt her influence so strongly, and it permeated our lives to such a degree, that when we gave her a party on the forty-fifth anniversary of the Child Study Association, we had as a theme song, "You Made Us What We Are Today, We Hope You're Satisfied." And we told her she had made our motto those words emblazoned on the Post Office, "Neither snow nor rain nor gloom of night stays these couriers from the swift completion of their appointed rounds."

She had a high standard of workmanship for volun-

teer and professional staff worker alike. Whether one was paid or not never affected the quality of one's work or one's status; and I am glad to say that that spirit continues in the Association.

She had not only a receptivity for new ideas, but a fine discrimination for what was of lasting value. For example, in 1912, she first became acquainted with the work of Dr. Freud, and immediately sensed the importance of this contribution for human understanding and arranged for a course of lectures, the first on psychoanalytic principles to a lay public.

In her wide travels she had met Dr. Maria Montessori and here, too, she sensed a contribution about which everyone working with children should know.

In the First World War she recognized the urgent need to furnish all-day child care, physical and mental and spiritual care for the child outside his home. This work has now come to fruition in the Play Schools Association.

She was a leader, but she was also a friend. We knew her and she knew us and our children and all about us and it was natural that we should know her qualities. But these were so great and so conspicuous that even people who had only occasional contacts with her felt their influence.

We have received a number of letters since her death and I want to read just two. One is from Daniel Mebane, of the staff of the *New Republic*:

"The news of Mrs. Gans' death brought vividly back to memory the period (1926 and subsequent years) when we worked closely in contact with her and the Association. We published *Concerning Parents*, which she edited, and at that time we brought out other books in which the Association was interested. Mrs. Gans was one of the most vivid and useful personalities I have ever known. She consecrated herself with great devotion to her chosen task and her accomplishment was great. Her life had been full and purposeful but it was a shock to learn of her death."

The other letter is from Dorothy Canfield Fisher:

"I have the card for the Memorial Meeting to honor Mrs. Gans and do wish I could be with you on February 1st. I certainly shall be there in spirit, delighting in the memory of Mrs. Gans' gracious, lovable and vital personality. I think I never saw anyone in whom the qualities of ability, energy and whole-hearted kindness were so beautifully blended. No Memorial Meeting is needed to keep her memory fresh in our hearts, but I am delighted to know that one is to be held, because possibly people who did not know Mrs. Gans well may from it get some idea of her rare personality."

The Association was like a family, and like a family, we lived through many phases. We had the struggling phase when we all worked like beavers to get our ideas across. In retrospect, that seems like a very happy period. Then came our prosperity, and you

know how devastating prosperity can sometimes be to a family—and also to an organization. We had our strains and stresses through this rapid expansion, but Mrs. Gans was always serene.

During the time when we first came into prominence through the grants of the Laura Spelman Rockefeller Memorial when people came from all over to observe our work, some would ask Mrs. Gans: "What kind of techniques do you use?" She would smile. You might as well ask the centipede which foot he puts forward first. She was the artist-educator with a great appreciation of science, but never a pedant. She couldn't tell them about techniques.

When, during the depression, our existence was very precarious for a while, she stood by through the bad days as well as through the good. Nothing was more heartening than her joy in the present expansion of our program. I think it is rather unusual that her enthusiasm aroused interest in the work in so many members of her family. Her husband was interested, her children were interested, but we also had the active and continuous interest of a sister-in-law and a cousin. Surely this is a unique record.

In 1933 she retired and became Honorary President, and that was really a test. It is very easy to be an Honorary President if you just become a figurehead, but that was not the role she chose. She came to every executive committee meeting when she possibly could. She always gave freely of her wisdom and judgment; but she never impeded the processes even when she was not in favor of what was being planned. You often felt that she was itching to take the helm again and steer the ship, but she recognized that that was impossible and always cooperated. The younger members of the staff and Board always were impressed by her fairness and good sportsmanship.

Her unfailing youth and ability to look forward was demonstrated very graphically to us last June. At a special meeting of the Board, we discussed a project to have the staff of the Child Study Association give a course of lectures at a labor school known to have left-wing tendencies. It was fully discussed, and some of the younger members wavered. Mrs. Gans listened, and she was the first one to lead off. She said: "This wider audience must be reached, and if we have the opportunity, we must do it."

There is no tribute that we can offer. There are no words that would be adequate. She was that most rare personality, a pioneer who never stopped pioneering. And we can only hope that those of us who worked with her have caught at least a glimmer of her spark and can carry it on to those who come after us.

SIDONIE MATSNER GRUENBERG,

Director, Child Study Association of America

MILESTONES

IN THE LIFE-WORK OF BIRD STEIN GANS

- 1896**— She was enlisted to reorganize the program and extend the scope of the "Society for the Study of Child Nature," which had been established in 1888 by five young mothers at the suggestion of Felix Adler, founder of the Ethical Culture Movement. Dr. Adler believed that mothers and fathers could and should be helped, by educational means, better to meet their responsibilities as parents—an ideal to which she was to devote the rest of her life.
- 1897**— She became President of the organization, continuing to fill this office until 1933.
- 1908**— Under her guidance the organization was beginning to exert a nationwide influence, and in this year its name was changed to the "Federation for Child Study" so that it might operate as a central agency, pooling the experience of many child study groups throughout the United States.
- 1917**— She was among the first in this country to envision the need for, and set in motion, planned guidance for children during vacation and other leisure periods—a need brought into focus by the emergency conditions of the first World War. Summer play schools in New York and elsewhere were the first fruit of this dream which today, in the midst of a second World War, has become a reality in the many all-year-round centers set up for the benefit of children whose mothers, because they are engaged in war or other essential work, are unable to provide a satisfactory home environment.
- 1922**— She visited Japan and lectured on Child Study before educational groups.
- 1923**— In this year the importance of the Federation's work was recognized by the Laura Spelman Rockefeller Memorial through the first of a series of grants, making it possible for the organization to establish its own headquarters (for the first time in its history) and extend its sphere of influence.
- 1924**— In this year the name of the organization was again changed, this time to its present form, Child Study Association of America.
- 1926**— In recognition of her contribution to education she received the Medal of Award at the Sesqui-Centennial Exposition in Philadelphia.
- 1929**— She helped to launch the parental education movement in England, and was awarded the Medal for Distinguished Service in Parental Education given by the publishers of *Parents' Magazine*.
- 1933**— She became Honorary President of the Child Study Association of America.
- 1938**— She was a leading figure in the celebration of the Association's Fiftieth Anniversary, an occasion upon which the Child Study Association of America was hailed by the President of the United States, the Chief of the U. S. Children's Bureau, and leading educators and other authorities as a sound educational enterprise more greatly needed in the community than ever.
- 1941**— One of her major interests during these trying war years was the training of Child Care Volunteers undertaken by the Child Study Association of America. Her wholehearted and creatively helpful participation in this program was an indication of her ever-youthful spirit and unceasing desire to serve as needs arose.
- 1944**

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"Parents Contribute"

TWO MOTHERS REVOLT

We think that our readers will be particularly interested and stimulated by these reports by two well-informed parents who have been courageous and ingenious enough to experiment practically with some of the new psychiatric insights into the needs of infants.

By FRANCES P. SIMSARIAN

IT IS time for mothers to revolt against current hospital practices that deprive them of their newborn babies' company. How thrilling to watch a baby grow and change, and at no time is the growth more spectacular than during the first few weeks of life!

Both of my babies (the first in December, 1940, and the second in March, 1944) have shared my hospital room with me.¹ We have jogged down the hall from the delivery room together and together we have stayed. They have been good company; my hospital stay would have been boresome and uninteresting without them. To be sure they have been demanding roommates at times. But we mothers knowingly let ourselves in for caring for the needs and demands of children when we start on the adventure of parenthood. Why should we avoid the demands during the early days, when our babies need our presence and our cuddling?

"But weren't you afraid that the baby would catch something by being in the room with you?" I am often asked. No, I wasn't. Many of us and probably all of our parents shared the room with the mother during the first weeks after birth. Hospital nurseries with the enforced separation of mother and baby are a modern device. The care a baby receives in the room with the mother can be just as aseptic as the care in a nursery. I believe that my babies actually had fewer contacts, fewer opportunities to contract infections, than did the babies in the nursery.

The experience of having my baby in the same room was for me a priceless one. It is fascinating to observe the changes during the first few days of life. How stupefied and quiescent the baby seems during the first few hours, how hungry and demanding about the third or fourth day! Astounding changes occur in this first week. During the first few days he must

By ROBERTA WHITE TAYLOR

EACH new life, whether animal or human, grows as an individual, different from all others and demanding different treatment. Yet in our care of newborn infants we have introduced the assembly line technique, putting all babies in the same controlled environment under the standardized and objective care of nurses, never questioning whether lack of individualized treatment might harm the tiny person being introduced to life. It is, of course, impossible for a nurse who looks after dozens of babies every week to feel the wonder and importance of each new life. Yet that attitude of treasuring care is the normal one, and the one in which babies grow best. We know now that "mothering" is as essential to a child as food and warmth, yet we deprive a baby of its mother's care during the first critical days of its life. And we have been equally blind to the emotional needs of the mother. She is separated from her child for most of the first two weeks and thus loses one of the rewards of her long waiting and labor.

My own experience with my first two children was typical of the modern mother. The babies were born in hospitals, kept in the nursery and brought to me only at nursing time. I looked forward eagerly to those times, worried about the baby crying, and was always thankful when he arrived sound asleep. Sometimes he was hoarse from screaming and too exhausted to nurse. After these experiences I wanted to have a baby born at home where I could be sure he was comfortable and happy. But having a baby at home involves certain risks that I was not willing to take. When, through Mrs. Simsarian's articles in *CHILD STUDY*,¹ I discovered that it was possible to have a child born in the hospital, yet with one every minute, I was overjoyed. All the arrangements were made,² and as the time drew near I looked forward eagerly to living with my baby from the day he was

¹ This arrangement was made possible through the courtesy of the George Washington University Hospital in Washington, D. C., and the planning of Dr. Preston A. McLendon, pediatrician, and Drs. Howard F. Kane and Radford Brown, obstetricians.

(Continued on page 50)

² "Feeding an Infant on a Self-Demand Schedule," Fall, 1942.

³ Through the courtesy of Dr. Radford Brown, Dr. P. A. McLendon, and the George Washington University Hospital, Washington, D. C.

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FRANCES P. SIMSARIAN

(Continued from page 49)

pass meconium and the process is often painful to him. Also, because his nervous system is still immature and not adjusted to existence outside the mother, he jerks and twitches. But within a few days the most trying period of postnatal adjustment seems to have passed, the infant begins to digest his food and pass normal stools, the random jerky movements subside, and after a comfortable nursing are hardly present.

Having her baby with her is psychologically very desirable for the mother. The climax of delivery is a step in the total growth process of the baby, a process which began nine months previously, with all of its physical and psychological implications for the mother. Up to the point of delivery mother and baby have been together in unparalleled physical closeness. The separation marked by delivery is a shock to both, a shock which I believe is accentuated by separating mother and baby. The emotional cycle of pregnancy and delivery is completed for the mother when she has a baby to hold and cuddle and hopefully nurse. We are learning today that a baby needs this early cuddling and fondling for his sound emotional development. The mother also needs to cuddle and fondle and nurse her baby for her own rounded emotional growth; this would seem to be particularly important for her at the time that she is recovering from delivery. Together mother and baby help each other back to life.

As I hear mothers talk of being separated from their babies, I feel that what was for me a normal, comfortable experience was for them an experience fraught with emotional frustration. Many mothers talk of worrying about their babies, wondering if they were crying in the nursery, being sure that they could detect their own baby's cry. Others speak of the inadequate time allotted them to see and hold their baby, how they hated to see the nurse come to take the baby away. Mothers complain of the interminable wait from the time of delivery until they were first allowed to see the baby. There is no good reason for the separation which produces these anxieties, except the physical arrangements of present-day hospitals. How glad I am that I have escaped these frustrating experiences. On both occasions one of my first acts has been to pull the bassinette close beside me, roll back the blankets and give my new baby a good looking over. We have been able to start getting acquainted immediately and I have always known exactly what he was doing.

"But didn't you become overfatigued and retard

your recovery?" I am often asked. No, I believe that having my babies with me fostered my recovery. Here I should say that I had no special nursing service and for the most part took care of the babies myself. The nurses changed the babies' clothing and weighed them once a day. For the rest, I had the supplies I needed beside me and changed their diapers, fed them, and gave them water myself.

We know that in every illness the emotional as well as the physical aspects of the patient's recovery must be considered. Postpartum recovery is no exception. I doubt that in the case of a normal pregnancy and delivery it is necessary for a mother to settle into invalidism. Of course she needs rest and care. But we have, I believe, overprotected mothers from the natural responsibility of caring for their newborn babies and substituted the overstimulation of visitors and artificial excitement. Why does a mother need to use her time and strength during the early days after her baby's birth visiting with friends whom she could see any other time? Confinement in its true sense implies a period when mother and baby are together and protected from the usual demands of life. It was in this sense that I was confined with my babies, and in both instances I have recovered speedily. With my first baby I did occasionally feel overfatigued, due largely to the fact that the hospital setting afforded inadequate opportunity to make up during the day for the sleep lost at night when my baby needed attention. But my doctors and I planned things better with my second baby. I had a quiet room and took advantage of every opportunity to rest.

Having my babies with me in the room provided an ideal setting for the establishment of breast feeding. I doubt that I would have been successful otherwise because, particularly in the case of my first baby, I was slower than average in developing a supply of breast milk. In any event, with my babies in the same room with me I could feed them whenever they were hungry and ready to nurse. On the whole they wanted to nurse much more frequently than the traditional six feedings. Sometimes they nursed for a long time and sometimes they fell asleep after a few minutes. If they went to sleep quickly I did not need to prod them, because of the fear that they might be hungry in the nursery when I could not feed them. And here again I feel that the emotional factor was important, that handling my babies and seeing them constantly made me more truly desirous, more ready emotionally, to nurse them. I think this was particularly true in the case of my first baby when everything was still untried and new to me.

Happily, there was for me none of the much discussed "shock" and fear of coming home and suddenly facing the care of a new baby. I have come to the conclusion that nature hasn't planned things badly. My own babies, and I understand that this is universally true, were relatively quiescent at first. Following delivery I had those days when their demands were at a minimum in which to rest. It was only gradually, and I went through it with them step by step, that they emerged as hungry, demanding little individuals. In short, I learned from the beginning how to evaluate their behavior and judge their needs. I am sure this intimate gradual learning made their care easier for me.

Finally, I am glad that I had my babies in the room with me because I am convinced that it was the best place for them, though I recognize the difficulties of measuring the effects of these very early childhood experiences. By being with me, my babies escaped periods of prolonged crying. They were fed when they were hungry and thus did not have to endure the frustration of unsatisfied hunger pains. They had the comfort of having their mother there to handle and cuddle them. It seems important that our babies have this more tender care during the difficult days of early postnatal adjustment. In my own experience this handling has brought its reward in having two contented, happy babies.

ROBERTA WHITE TAYLOR

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born, in spite of the warnings of some of my friends.

How then did the experience actually turn out? My baby girl was born in August, 1944, after a quick normal labor and taken to the hospital nursery until I recovered from the anesthetic. When I asked for her the nurse said, "Oh, you are going to see your baby right away." No long wait until the scheduled first feeding! As soon as I was back in my room they wheeled the baby's little crib in beside me.

She was a constant delight to me. Not only her perfect little body, which I could look at and admire as much as I wanted, but also her various little doings: staring, "startling," rooting for food. She made so many little noises that I had never heard before, peeps and chirps like a little bird. She was a real person, already responsive to my care. From the first day she could be quieted by stroking, jiggling, or even by the sound of my voice. Sympathy between mother and child is so strong during the first few days that I often found myself feeling as though it were I curled

up in the crib. I felt that if I had not had her there to love and feed and care for, a part of myself would have been missing.

Although I was allowed few callers, to avoid danger of infection, I felt sorry for the other mothers whom I could hear talking to friends and visitors, but unable to "visit" with the most interesting person in the world. Unless they were nursing their babies, they saw them only once a day, and had to beg relatives for reports of what the little things were doing when they saw them exhibited through the plate glass window. Nursing mothers had their babies for a short while five times a day. It seems quite possible that this artificial separation of mother and child is partially responsible for the failure of breast feeding in some cases. Five feedings a day may not be enough stimulation for many mothers. Where mother and child are together it is a simple matter to increase the number of feedings to as many as the baby desires.

I was astonished to discover how easy it is to look after a newborn baby. We have been taught that there are so many special techniques needed in the care of the newborn that even an experienced mother is rather afraid to touch a tiny baby. But I found that the care of my little daughter was well within the limits of my strength after the first two days. I could have managed her from the very first if the baby's crib had been on a level with my bed. I needed help in lifting her out of the crib for the first two days. After that I assumed her entire care except for the morning oil bath and change of clothing which the nurse did for me until the sixth day when I took that over, too. It was very easy to keep the baby happy. All she needed was a chance to nurse, a drink of water, and an occasional clean diaper. A small table by my bed held all the necessary supplies, so that I hardly had to move at all. I believe that my quick recovery and the complete absence of any memories of pain may have been because I was too busy and interested in the new baby to bother about the past.

I planned to feed the baby on a "self-demand" schedule, that is, whenever she seemed to want it. During the first twenty-four hours she was nursed six times at intervals which varied from one-and-a-half to six hours in length. On other days she had from six to eight feedings. Because of tender nipples I could not let her suck as long or as often as she wished. But I always gave her a drink of water after the nursing, and between times if she did not seem satisfied. On some very hot days she was especially thirsty and asked for water six times in addition to that given after feedings. It would have been difficult for busy

nurses to give her a drink as often as she wanted it.

Crying was no problem. Because her needs were always met as soon as they arose, the baby had no occasion to cry. She would sometimes give two or three squeals, especially when passing a stool, but never cried longer than half a minute. In fact, one nurse who worked on the ward regularly said she had not heard the baby cry once until the sixth day.

What effect did the baby's irregular and frequent feedings have on me? Certainly my sleep was interrupted. It was the hospital routine, however, as much as the baby's demands which kept me awake. The routine of the ward was not planned, of course, for "feed-on-demand" babies. I had to be on the alert to give the baby the attention she needed without inconveniencing the nurses too much. It would have been easier to relax more completely if the nurses had been less busy and more sympathetic toward an experi-

ment such as this one which went, of course, against the whole trend of their hospital training. Pioneers always have to meet with a certain amount of disapproval and my case was no exception. Because of the war the nurses were grossly overworked and one could hardly blame them for their reluctance to encourage anything which complicated their work. On the other hand, the very fact of a shortage of nurses made it an advantage to have the baby in the room with me. I was never worried for fear she was hungry or unhappy. When the other babies were brought yelling from the nursery at feeding time, I would look thankfully at my little one peacefully asleep beside me. I hope that she will be a happier child and a stronger adult because of the warm and understanding welcome she was given at birth. In any case, I am glad for an experience which I feel should be part of the care and joy of being a mother.

Some Joint Practical Suggestions for a Rooming-in Arrangement for Mother and Baby

1. All arrangements with the hospital must of course be made in advance by a doctor who is in sympathy with the project, either the pediatrician or obstetrician, or both. A mother may have to select her doctor carefully to secure one with sufficient interest and prestige to make the arrangements for her.

2. The mother should not expect a busy doctor to supervise her every move while she is in the hospital. She should do reading and studying on her own, but should discuss in advance with the pediatrician just what the feeding program for her baby is to be. This discussion should include such aspects of feeding as: How soon after birth should the baby be fed, and how frequently? Exactly what should he be fed, and should he be awakened for feedings? How long should he be permitted to nurse? How often will the pediatrician supervise? Try to have him come as frequently as possible; it boosts your morale and that of the nurses.

3. Having decided upon a program don't be confused by things that are said to you. When a nurse remarks, "What! Are you feeding that baby again?" just laugh. Or if she says, "Are you feeding that baby when he is only four hours old? Why, you don't have any milk yet," just say sweetly, "Dr. — told me to put the baby to the breast when it was about four hours old." If you have thoroughly discussed your program with your doctor you can refer to him as your authority whenever any questions are raised. And by the way, as soon as new babies begin to get their tummies full of breast milk they

have frequent stools. Don't lose any sleep if someone says, "Looks as if your baby is getting diarrhea." But report it to your doctor just to make sure. Don't be alarmed if the baby does a lot of sneezing and snorting that sounds like a cold. All newborn babies do.

4. Whenever you get a chance, sleep and rest. Don't try to do anything but eat, drink, sleep, take care of the baby and enjoy it. Notes and announcements can wait. Avoid confusion by telling your friends beforehand that you cannot have visitors in the hospital.

5. Take some baby equipment with you—a few extra blankets in case the hospital does not supply enough, a bottle warmer and scales, if possible. The nurses do not like to take your baby into the hospital nursery for weighing, and if they do, there is the bother of sterile blankets. Take plenty of nursing bottles for sterile water. Your husband can bring a fresh supply each day, or you can ask the nurses to sterilize and fill them every twenty-four hours.

6. We can think of many kinds of hospital equipment that would make it easier for a mother to care for her baby. A bed that the mother could raise or lower herself, and a swinging bedside table to hold the baby equipment would be a help. Best of all, would be a basinette attached to the mother's bed and on a level with it, perhaps with one side which let down so that the mother could easily move the baby from the basinette to her bed. In the meantime, providing a basinette arranged so that the mother doesn't have to lift the baby over a high side is helpful.

Radio Programs for Children

ON THE NETWORKS IN THE LATE AFTERNOON

MOST of the old familiar serial programs are still with us. Since these were last reviewed in *CHILD STUDY* (Summer, 1944), only one new program has appeared in the late afternoon hours, two have been revived and one has been dropped from the network. (Saturday and Sunday programs for children will be reviewed in the Spring issue.)

Hop Harrigan. Blue. Monday through Friday, 4:45-5:00 *

Airplane adventure featuring a heroic young Army pilot and his comic but competent fighting mechanic. Believable characters, well-sustained war background and an admirable balance of thrills, adventure, airplane information and humor. (8-14.)

Terry and the Pirates. Blue. Monday through Friday, 5:00-5:15

All the characters of the famous comic strip come alive in this realistic adventure serial with its locale in China and Burma. Fine characterization in an exciting wartime story. Effective emphasis on good Chinese-American relationships. (10-14.)

Dick Tracy. Blue. Monday through Friday, 5:15-5:30

The famous detective-hero of the comic strip and his faithful aide pursue enemies of society, concentrating currently on enemy agents in the war zones. Crime and criminals are naturally the major theme, though an effort is being made to broaden it. Production now better than it was. (8-14.)

Jack Armstrong. Blue. Monday through Friday, 5:30-5:45

This much-traveled "All-American boy" and his companions are now somewhere in South America, having the usual encounters with unidentified natives. The villain is elusive and rarely appears in person. While the plot is sometimes exciting the action moves slowly, making it one of the milder serials. (6-10.)

Superman. Mutual. Monday through Friday, 5:15-5:30

Fantasy mixed with modern adventure in a serial revolving about the fabulous man of steel and his other self, Clark Kent. The episodes vary from highly imaginative stories to the stereotyped spy or detective-mystery type with "cliff-hanger" endings. Recent

invitation to young listeners to write in expressing their preferences brought an overwhelming vote for more stories of the imaginative type, to which the program has responded. (8-12.)

Captain Midnight. Blue. Monday through Friday, 5:45-6:00

The captain of a "secret squadron" of airplanes with his companions—a boy and a girl—in a series of implausible adventures, the purpose of which is never quite clear. The story is often confused, the characters unconvincing, the production inept. (8-12.)

Adventures of Tom Mix. Mutual. Monday through Friday, 5:45-6:00

Revival of this Western serial, with the familiar signature and characters but otherwise changed to a mystery-melodrama with spine-chilling sound effects. The mixture of mysterious and cowboy flavor seems strangely incongruous. Introduction of the leading characters into the commercial remains an objectionable feature. (10-14.)

Wilderness Road. CBS. Monday through Friday, 5:45-6:00

Revived after several years, this serial story of an early American pioneering family, with Daniel Boone as a central character, has dignity and valid period background, but is slow-moving and sometimes talky and dull. It is intended for family listening but could well be enlivened for young listeners.

The Lone Ranger. Blue. Monday, Wednesday, Friday, 7:30-8:00

A real Western, with convincing atmosphere of the opening of the West and some very good American background. Exciting stories, each a complete half-hour episode. Excellent sound effects and music heighten the drama. Good plots and fine production.

House of Mystery. Mutual. Monday through Friday, 5:30-5:45

A new mystery program designed to give young listeners the thrills they are looking for in more violent adult horror programs, but cushioned by the device of a children's mystery club and a reassuring storyteller who breaks the tensions and explains the "supernatural" phenomena. A promising program technique, with well-written scripts and excellent production. (10-14.)

* All time is EWT.

Books for Parents and Teachers

1944 List*

*Selected by the Bibliography Committee of the Child Study Association of America,
Frances R. Jameison, Chairman*

A B C'S OF SCAPEGOATING (pamphlet)\$.25
Central YMCA College, Chicago, Ill., 1944. 72 pp.

A clear and simple explanation of the psychology of intolerance and persecution. Material from a student seminar with an excellent introduction by Professor Gordon W. Allport.

ADOLESCENCE. Part I of Forty-third Yearbook.
National Society for the Study of Education\$2.25
Edited by Nelson B. Henry.
Distributed by Dept. of Education, The University of Chicago, 1944. 385 pp.

A critical summary of recent scientific studies of adolescence. Findings cover physical, mental, emotional, and social aspects.

ALL ABOUT FEEDING CHILDREN\$2.50
By Milton J. E. Senn, M.D., and Phyllis Kraft Newill.
Doubleday, Doran and Co., 1944. 269 pp.

Comprehensive and scientific advice on the feeding of children from birth to adolescence, presented in a thoroughly readable and interesting style. Because of its psychological insight it is especially reassuring to inexperienced mothers and to those with feeding problems.

AMERICAN EDUCATION UNDER FIRE\$2.50
By V. T. Thayer.
Harper and Bros., 1944. 193 pp.

A philosophical discussion of educational aims in a democracy which ably refutes the position of the Robert Hutchins group.

BABY DOCTOR: Fifty Years of Child Care\$2.50
By Isaac A. Abt, M.D.
Whittlesey House, McGraw-Hill Book Co., 1944. 310 pp.

A pioneer in pediatrics reviews the progress of the past fifty years in that field. A human account which includes his own rich experience with mothers and children.

BOOKS, CHILDREN AND MEN\$3.00
By Paul Hazard; translated by Marguerite Mitchell.
The Horn Book, 1944. 176 pp.
(Copyright 1932 by Ernest Flammarion.)

A sensitive and spirited commentary on children and their reading interests in the past century, written with rare insight and understanding.

BOYS IN MEN'S SHOES: A World of Working Children\$3.50
By Harry E. Burroughs.
The Macmillan Co., 1944. 370 pp.

The story of the Burroughs Foundation for newsboys.

DO YOU KNOW YOUR DAUGHTER?\$2.50
By Alice Barr Grayson (Jean Schick Grossman).
D. Appleton-Century Co., 1944. 306 pp.

In a friendly, readable book, based on the letters of the teen-age girls who sought her advice, an experienced parent-educator helps parents to understand the problems and strivings of their daughters.

EMOTIONAL FACTORS IN LEARNING\$3.50
By Lois B. Murphy and Henry Ladd.
Columbia University Press, 1944. 414 pp.

A detailed study of Sarah Lawrence College students which explores the emotional roots of their intellectual interests and attitudes and the role of learning in the solution of personal problems.

GROUP RELATIONS AND GROUP ANTAGONISMS:
A Series of Addresses and Discussions\$2.00
Edited by R. M. MacIver.
Published by Institute for Religious Studies.
Distributed by Harper and Brothers, 1944. 237 pp.

Representatives of various minority groups consider this problem without bitterness and from the point of view of national welfare and world order.

INFANTS WITHOUT FAMILIES: The Case For and Against Residential Nurseries\$2.00
By Anna Freud and Dorothy Burlingham.
International University Press, 1944. 128 pp.

A comparison of the development of children under institutional and family care, with significant emphasis on the emotional aspects of development. Based on the Freud-Burlingham reports of the Hampstead nurseries.

INSTITUTIONS SERVING CHILDREN\$2.00
By Howard W. Hopkirk.
Russell Sage Foundation, 1944. 244 pp.

Realistic discussion of institutional child care which recognizes both the place of institutions in a total program of services and the urgent importance of improving the quality of their work with children.

MENTAL HYGIENE: The Psychology of Personal Adjustment\$3.00
By D. B. Klein.
Henry Holt and Co., 1944. 498 pp.

Reviews the problem of mental disease, its prevention and control, and discusses the dynamics of mental health.

MUST MEN HATE?\$2.50
By Sigmund Livingston.
Harper and Bros., 1944. 344 pp.

Sincere and dispassionate treatment of racial prejudice, primarily anti-Semitism. A wealth of factual material, with some interpretation of historical and psychological background.

ONE GOD: The Ways We Worship Him\$2.00
By Florence Mary Fitch.
Lothrop, Lee and Shepard Co., 1944. 144 pp.

Thoughtful and dignified presentation of the beliefs and ceremonials of the three major organized faiths in America—Jewish, Catholic and Protestant. Although intended for older children, this book is of value in helping parents and others working with children to interpret the values common to all religions.

OUR AMERICAN BABIES: The Art of Baby Care\$2.50
By Dorothy V. Whipple, M.D.
M. Barrows and Company, 1944. 367 pp.

A valuable manual for young mothers, written by a wise physician. Combines detailed practical advice with deep feeling for children's physical and emotional needs.

*The Annual Booklist for Parents and Teachers will now be published in the Winter instead of the Summer issue of CHILD STUDY. There have necessarily been a few duplications in this first listing covering a calendar year.

PROBING OUR PREJUDICES: A Unit for High School Students\$1.00
By Hortense Powdermaker and Helen Frances Storen.
Harper and Bros., 1944. 73 pp.

An important little book which successfully analyzes the nature and origin of our prejudices and indicates constructive ways of combating them. Addressed to high school students but of general interest.

PSYCHOANALYSIS TODAY\$6.00
Edited by Sándor Lorand, M.D.
International University Press, 1944. 404 pp.

Papers by twenty eminent psychiatrists and psychoanalysts presenting important aspects of the subject for the educated lay reader.

PSYCHOLOGY AND THE NEW EDUCATION\$3.00
By Sidney Leavitt Pressey and Francis Pleasant Robinson.
Harper and Bros. Rev. Ed., 1944. 654 pp.

Stresses education as a dynamic integrating force in producing mature personalities. Special emphasis on teaching in terms of developing the individual child, socially and emotionally.

THE PSYCHOLOGY OF WOMEN: A Psychoanalytic Interpretation. Vol. I.\$4.50
By Helene Deutsch, M.D.
Gruen and Stratton, 1944. 399 pp.

A psychoanalytic interpretation of "the normal psychic life of women and their normal conflicts." An important contribution to the understanding of feminine personality.

RETURN TO FREEDOM: The Affairs of Our Time and Their Impact Upon Youth.\$2.00
Edit. by Thomas H. Johnson. Intro. by Allan V. Healy.
G. P. Putnam Sons, 1944. 209 pp.

A series of talks to boys on various aspects of American life, delivered by well-known educators and professional men under the auspices of the Lawrenceville School.

THE ROLE OF HIGHER EDUCATION IN WAR AND AFTER\$2.50
By J. Hillis Miller and Dorothy V. N. Brooks.
Harper and Bros., 1944. 222 pp.

An appraisal of our institutions of higher learning in terms of the special needs of the postwar period. Contains concrete suggestions for expanding and supplementing existing facilities and describes programs already under way.

SCHOOL AND CHURCH: The American Way\$2.50
By Conrad Henry Moehlman.
Harper and Bros., 1944. 178 pp.

A historical review of the role of public education in this country, criticizing contemporary propaganda for religious education in our public schools.

SCHOOL'S OUT: Child Care Through Play Schools\$2.50
By Clara Lambert and other staff members of the Play Schools Association.
Harper and Bros., 1944. 225 pp.

Stimulating discussion of the function of play centers in the life of the school-age child, the family and the community, with practical advice on program, method, and materials for wartime centers.

SOLDIER TO CIVILIAN\$2.50
By George K. Pratt, M.D.
Whittlesey House, 1944. 233 pp.

A psychiatrist, long a leader in the field of mental hygiene, describes the adjustment problems of returning soldiers and their families with sympathy and insight, offering unusually helpful advice in terms of the individual, the family, the employer, and the community.

A STUDY OF YOUNG CHILDREN\$.60
By Ruth Strenn.
Abingdon-Cokesbury Press, 1944. 160 pp.

A simple, inexpensive handbook prepared for church school teachers which should prove helpful to many beginners in work with young children, parents included.

TEACHERS FOR OUR TIMES: A Statement of Purposes by the Commission on Teacher Education.\$2.00
American Council on Education, 1944. 178 pp.

Discusses the social significance of teaching and teacher education, stressing the qualities that should be sought for in those who are to guide the coming generation.

TODAY'S CHILDREN FOR TOMORROW'S WORLD: A Guide to the Study of the Child from Infancy to Six (pamphlet)\$.30

By Aline B. Auerbach for the Staff of the Child Study Association of America, 1944. 24 pp.

A practical working outline on the needs of young children, with bibliographical references, and suggestions to group leaders. For use by parents or parent education groups.

TOWARD A NEW CURRICULUM: Extending the Educational Opportunity of Children, Youth and Adults\$2.00

1944 Yearbook. Department of Supervision and Curriculum Development, National Education Assn. 192 pp.

Evaluates some of the newer trends in public education, including all-day care, nursery classes, educating through work experience and adult education.

WHAT MAKES A GOOD HOME?

WHAT MAKES GOOD HABITS:

The Beginnings of Discipline (pamphlets)

\$.15 each (2 for 25c)

By the Staff of the Child Study Association of America, 1944. 24 pp. each.

Two simple illustrated booklets offering help to new mothers in understanding their children's needs and their own in today's wartime world.

WHEN JOHNNY COMES MARCHING HOME\$3.00
By Dixon Wecter.
Houghton Mifflin Co., 1944. 558 pp.

Reviews our past history in dealing with returning veterans and points, perhaps almost too optimistically, to a more helpful approach which seems to be developing in this country today.

WOMEN AND MEN\$3.50
By Amram Scheinfeld.
Harcourt, Brace and Co., 1944. 453 pp.

Biological differences in the development and equipment of men and women explained for the layman and discussed in terms of the social implications.

THE VETERAN COMES BACK\$2.75
By Willard Waller.
The Dryden Press, 1944. 316 pp.

Penetrating analysis of the veteran's readjustment problems and the reasons for his conflict with the society to which he returns. Outlines proposals for a broad community program of rehabilitation. Important material presented in a slightly alarmist manner.

YOUR SCHOOL, YOUR CHILDREN: A Teacher Looks at What's Wrong With Our Schools\$2.50

By Marie Syrkin.

L. B. Fischer, 1944. 224 pp.

A criticism of urban public schools stressing the need for a more adequate approach to the problems of intolerance and undemocratic practices. Focuses attention on teaching difficulties under present conditions but underestimates the possibility of good progressive education in public schools.

Reprints of this list can be obtained from
 Child Study Association of America, 221 West
 57th Street, New York 19, N. Y. 15 cents each.

Book Reviews

School's Out: Child Care Through Play Schools. By Clara Lambert and other staff members of the Play Schools Association. Harper. 1944. 225 pp. \$2.50.

At a time when after-school play centers are spreading rapidly throughout the country in answer to an emergency need it is important for parents and teachers to think through clearly the true function of such groups in the life of the child, the family and the community.

Mrs. Lambert and other members of the staff of the Play Schools Association have contributed a stimulating discussion of these broader aspects of a new social institution while giving us, at the same time, a wealth of practical detail on program method and materials in a wartime set-up. The value of play schools is urged, however, not only as an emergency measure but as intrinsically valid in the whole plan of play and education for children in a world where individual play resources are rapidly diminishing. Of outstanding interest to parents and teachers is the material on play and its role in the child's development. Throughout the book there is a quality of warmth and reality, a feeling that the author knows children and teachers at first hand, as indeed she does, from years of experience as a parent, teacher and supervisor.

MARY JULIA COHILL

Do You Know Your Daughter? By Alice Barr Grayson. D. Appleton-Century Company, 1944. 306 pp. \$2.50.

In *Do You Know Your Daughter?* Jean Schick Grossman, whose pen name is Alice Barr Grayson, gives a living picture of the problems and difficulties (and some of the high moments) of young girls as they are growing up today. What makes this book different from others that have been written about adolescent problems is the fact that it is based on material chosen from thousands of letters written to the author's column in the magazine *Calling All Girls*. She has selected this material well, and through it the girls themselves speak out with simplicity, directness, humor and pathos. Their longing to be loved, accepted and understood by their parents, their need to be allowed to "grow up," their struggles and difficulties in their relationships with boys and other girls, their striving for a real place in the world, their doubts and hopes—all these are here, in appealing form and in satisfying detail.

Mrs. Grossman brings to these matters her understanding of young people and family relationships, based on her wide experience with parents and children. Perhaps in contrast to the vivid quality of the letters themselves, her discussion of the problems, though sound, seems rather too generalized. But parents and others who have to do with young girls will find it illuminating and reassuring to see how universal these problems are, so universal, indeed, that they appear to be part of the whole process of growing up. They cannot fail to gain from this book some of its author's deep sympathy for these young people and to share her confidence in their ability to meet their life situations with honesty and courage.

ALINE B. AUERBACH

Our American Babies: The Art of Baby Care. By Dorothy V. Whipple, M.D. M. Barrows & Co., 1944. 367 pp. \$2.50.

It is no easy matter to satisfy the insecure young mother's craving for exact instructions without lapsing into the kind of rigid rules which mar so many otherwise useful books on baby care. Dr. Whipple is unusually successful in blending concrete advice for parents with a relaxed and flexible attitude toward babies. Her book answers with satisfying definiteness the inevitable questions about clothes, food, equipment, routines and early management problems. Yet it succeeds in keeping uppermost the feeling that babies are growing, changing individuals with rhythms of their own and emotional needs which should not be ignored. Feeding, weaning and cleanliness training are handled with praiseworthy stress on baby's readiness. Mothers, too, are recognized as human beings with feelings that must be taken into account for their own sake. Nor does Dr. Whipple write as if mothers and babies existed all by themselves in a vacuum; financial problems and wartime pressures are recognized as well as the existence of fathers and grandmothers. The emotional climate of the family is considered quite as important as the temperature of the baby's room.

This is an easy book, addressed to beginners and deliberately couched in the simplest terms. Perhaps at one point in the discussion of discipline, it is unfortunately oversimplified. Too much seems to depend on praising desirable behavior and ignoring undesirable acts. There is not enough emphasis on

the fundamental role of a satisfactory parent-child relationship. But throughout the book there is a nice spirit in the advice on management. It should be a very real help to many young families during those first exciting years with a new baby.

HELEN G. STERNAU

Infants Without Families: The Case For and Against Residential Nurseries. By Anna Freud and Dorothy T. Burlingham. International University Press. 1944. 128 pp. \$2.00.

Institutions Serving Children. By Howard W. Hopkirk, Executive Director, Child Welfare League of America. Russell Sage Foundation. 1944. 244 pp. \$2.00.

Both of these books are especially concerned with the problem of children's emotional health in institutions and the possibilities of setting up smaller "family groupings" within the larger institution.

Infants Without Families is a study of the emotional needs of institutionalized children, the inability of the institution to satisfy some of these needs, and the effects upon the children's behavior. A wealth of observations at the three houses of the Hampstead Residential Nursery (near London) form the basis for this book. Among the more general conclusions are the following: (1) Even under the most favorable conditions of institutional care, children do not seem to flourish as well as in families. (2) Residential nurseries provide excellent conditions for the development of children's health, skills, and early social responses, but have definite limitations in the realms of emotional life and character development. (3) Early contact with other children stimulates strong aggressive feelings and a surprising range of emotional reactions. (4) "Artificial families," i.e., a small group of children of varied ages with a staff-mother, are a partial solution to the child's need for family relationships. Even though these are temporary, they are better than no family at all. (5) There is no substitute for a father in the residential nursery. Children from the second year onward often express their deep need for a father by inventing vivid fantasies about a real or imaginary one.

In spite of increasing efforts to place children in foster families, we will probably not be able to do away entirely with the need for institutional care. This book helps to throw light on the inherent shortcomings of institutions and to show how they may be safeguarded as far as possible.

Institutions Serving Children supplements the pre-

ceding book in a practical way. It is a survey of child-care institutions in this country which includes everything from their history to their floor plans. Mr. Hopkirk feels that the most pressing problem of the moment is that of maintaining adequate standards; that cheap and inefficient institutional care is the most costly in the long run. He is keenly aware of the advantage of home over institutional care, and toward that end, describes in detail ways of setting up the "cottage plan" in an institution. In general, he believes that at present there are "too often better facilities for delousing than understanding" children, and he would prefer to encourage the naturalness and spontaneity of the children instead.

In conclusion, the author estimates that one-third of all the institutions surveyed should be eliminated. Another third are substandard, but the need for them is so great that amelioration is advisable; and it is for this group that surveys are most valuable. Hospitals have been transformed in the last fifty years and child-care institutions can be similarly changed. This book makes a stirring plea for improving the quality of institutional care for children, and shows realistically how these changes may be accomplished.

KATHLEEN L. BERNATH

Child Study Association of America

announces a

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Books for Children

THE NEGRO IN LITERATURE

WE are becoming increasingly aware of the necessity of fostering democratic attitudes in young people. Books play an important part in combating or fostering racial prejudice, and no one working with books and children will deny the powerful influence of the printed word upon them.

All young people need their own heroes and their historical heritage if they are to have a goal toward which to work. Negro boys and girls have read about the heroes and the history of every country without being adequately and truthfully told about the contributions of their African and slave ancestors to the progress of a great world. If all young people could read and hear about black Crispus Attucks, the first man to lose his life in the American Revolution, about Dr. Charles Drew, whose experiments resulted in the first blood plasma bank, and the stories of countless other such people of African descent, perhaps they would recognize the black man's gifts to world progress and gain respect for him. Certainly this background is more conducive to admiration than the popular picture of the Negro—the picture of Uncle Tom, Mammy, and the clownish servant to a superior group. Our historians and writers have done nothing to break down this stereotype but rather have repeated it endlessly. The time has come to rip aside this false curtain and show the Negro in his true light—giving freely of his gifts and asking nothing in return except a chance to live harmoniously and decently with others. Negroes are playing an increasingly important role in the progress of America, despite unjust discrimination, great handicaps and actual persecution. Negro boys and girls should have a pattern of living that would include courage, forthrightness and strength, to become better citizens.

Therefore, as parents, teachers and educators we should give youth a true picture of all minority groups. To do this, we must be able to tell a book with the proper interpretation of Negro life from one with a prejudiced, stereotyped presentation. There are three points to consider when selecting books about the Negro for children: language, theme and illustration. In the matter of language, the most important point is to eliminate books which describe Negroes in words of derision. Epithets for other races are not often used in children's books, and it seems unnecessary to label the Negro with them. He is a Negro or a colored person and nothing more. In

Hildegard Swift's stirring and inspiring *Railroad to Freedom*, epithets are used but these are explained at the end of the book. Another language consideration is the use of heavy dialect. This is too difficult for the child to read, and since most of it is "author-created," it is inaccurate and misleading. In the majority of children's books with a Southern locale, the Negro characters use a heavy, grammatically incorrect dialect while the white children use perfect English with hardly a trace of regional vernacular. Of course, white and Negro people from the same locality and with relatively the same education and experience talk with the same inflections and use the same expressions. The use of regional vernacular is acceptable, but dialect should be used with care. Most children will skip over it anyway; it is the reason why Uncle Remus is not more widely read. Margaret Wise Brown has done an excellent job of editing in Harper's *Brer Rabbit*, and children love it.

Illustration is also an important consideration. An artist can portray a Negro child—black skin, crinkly hair and short, flat nose—and make him lovable and appealing. Erick Berry, the Haders, Armstrong Sperry, Nedda Walker and a few others have succeeded where Elvira Garner, Inez Hogan, Alice Caddy and some others have failed. In making a book for children it seems unnecessarily cruel to ridicule and hurt an innocent child. I have seen the hurt and baffled expression of a child as he has turned away from a book which made the animals more attractive than the Negro characters. No one knows the harm done to this child, but the white child who is given the book learns that Negroes are a little less attractive than the animals, and the first seeds of racial superiority and fascism are sown. He has been hurt worse than the Negro child. The use of photographs can be extremely successful when done with understanding and artistry. Stella Sharpe's *Tobe* and Ellis Credle's *Flop-Eared Hound* are examples of how excellent photography can be.

The third point to consider very carefully is the theme of the book. Is the Negro character a clown and a buffoon or an humble fellow whose only objective in life is to serve his master blindly and faithfully? Is he just a fun-loving, lazy, shiftless individual or is he making some worthwhile contribution to society? There are Negro scientists, teachers, doctors, singers and artists as well as Negro servants, and they, too, should be presented to give a complete picture of the Negro's part in American life. On page ten of Charlemae Rollin's booklet, *We Build*

(Continued on page 63)



... their Future depends on what
you do for them *Today!*

Give *your* children the priceless advantage of the best possible start in life! Their future success and happiness depend upon the understanding companionship, training and guidance you give them in the home *today*. One of the greatest pleasures of parenthood is the privilege of entering into the young child's world, directing the formation of right habit patterns and sound character traits during tender, formative years.

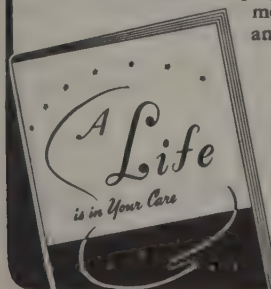
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that confront you every day. It aids you in understanding your children's development from birth through early childhood; gives experienced, authoritative guidance in handling every situation which so vitally affects the child's future.

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Ages of Children

AFTER-SCHOOL HOURS

(Continued from page 43)

though the "children's hours" are no longer meaningful to parents or children. Sentimental tradition keeps it ringing. There is a feeling among many adults that children need this free time after having been cooped up all day long at school. They fail to take into consideration the fact that the average home has inadequate provision for the child's play needs or work needs, for that matter; or that many homes today are closed for living, because mothers and fathers are at work; or that when mothers are at home, three o'clock is the very time when they finish their house-keeping chores and are ready for a rest before beginning the evening meal.

During the past few years, some child-care centers have been evolving, not as custodial institutions developed merely to keep children off the streets and within four walls, but as meeting places which *belong* to them and to which they come with their parents' cooperation and consent. The child-care center thus becomes a supplement to the home, instead of a threat to it. Children come voluntarily because they like to come and because such a center satisfies their play and work needs. It offers them an opportunity to play with their contemporaries, much as earlier children played in the back lots, and a chance for creative work under wise supervision.

The teacher in a child-care center should of necessity be sensitive to the needs of the home, because so often children recreate home crises, situations, and personal relationships in their play. Take, for example, the seven-year-old boy who always insisted on playing baby when the group played "house." He was a big boy who looked incongruous as he sat on a tall stool covered with a big bib. The teacher learned that there were several children younger at home and that this boy sorely missed the attention which the baby received. The teacher relayed this to the mother, and the mother in turn tried to give this boy the greater affection he needed. This is the sort of situation where the teacher can reinforce the home when she respects the home for the positive values it contributes to children's lives. Without such insight, her work in a child-care center can culminate into a mere "watchman's job."

A good after-school center brings parents into its planning. It does not shove them aside but includes them as part of the center's life. To it, parents come for discussion and help. Teachers interpret children's activities to parents and encourage parents to extend some of the activities of the center to the home.

Because of the close relationship between the center and parents, the home is strengthened. Children come back to it having had satisfying experiences, and meet their family in a good mood. The mother, who has not had to cope with suggesting things to do or shooing active young boys and girls from one room to another, or the mother who has been at ease about her children's welfare while away at work, will find that she can be a much better mother than one who has spent her time in scolding or worry. She can share their radio programs, read to them and can take time out to discuss their outside activities. She learns from the center that nothing can supplant the home—that agencies can only supplement, reinforce and enrich it.

The home is the domain of the emotions, the place where love, security and attitudes toward society and the world are fostered. There is no substitute for the home. We have learned this fact the hard way. The war has taught us that children in bombed London were more upset by being separated from their parents than by the destruction and death all around them. For these children, home was where the heart was, wherever their parents were, because they stood for security, strength, and affection. The after-school center, which has been growing in one form or another for the past twenty-five years to fill the "children's hours," is aware that it is only as good and effective as the warmth it stirs within the children through its sympathetic and mature leadership. Like all good child-caring agencies, it is dependent on the cooperation of the home and the community.

SUGGESTIONS FOR STUDY

(Continued from page 48)

But now all this has begun to change. Allen, aged fifteen, brings home his boy friends to raid the ice-box after a game or a skating party, to be sure, but he takes his girls "out," if only to a movie and the corner drugstore, and 17 year old Ruth finds home parties too tame for a whole evening. Her friends may gather at one house or another, but they usually end up at a night club, or bowling alley, or skating rink, or almost any place but home. Do you think that Mrs. S. should be worried at this development?

REFERENCE READING

- | | |
|--|-------------------------|
| <i>We, the Parents.....</i> | 1939 |
| by Sidonie M. Gruenberg | Harper & Bros. |
| <i>School's Out: Child Care Through Play Schools.....</i> | 1944 |
| by Clara Lambert and other members of the Play Schools Association staff | Harper & Bros. |
| <i>Children's Centers.....</i> | 1943 |
| by Rose Alschuler | William Morrow & Co. |
| <i>Play Centers for School Children.....</i> | 1943 |
| by Adele Franklin and Agnes Benedict | William Morrow & Co. |
| <i>Emotion and Conduct in Adolescence.....</i> | 1940 |
| by Caroline Zachry | D. Appleton-Century Co. |

News and Notes

Memorial Fund

Friends of Bird Stein Gans and friends of the ideas to which she devoted her life are planning to establish a fund to carry on and commemorate her work. Whether in war or in peace, sound family life is the very core of a people's strength. For America, this means better homes, more widespread and deepened knowledge of childhood, economic and educational opportunities for all. The accumulated experience of the Child Study Association of America—an experience to which Mrs. Gans herself so richly contributed—can be made known to ever widening circles if funds are available for publications. Through such means the spirit which animated her life can continue always to bring fresh inspiration to the lives of others. Contributions to this fund may be sent to Bird Stein Gans Memorial Fund, Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

Foster Care

Two pamphlets, containing practical and timely suggestions for foster parents, have been issued by the New York City Committee on Mental Hygiene and the Bureau of Child Hygiene of the New York City Department of Health.

"About Foster Children" contains suggestions to nurses and social workers for helping foster parents, and "To Foster Parents" gives simple, direct suggestions to the foster parents. Single copies of "About Foster Children" cost 25 cents; "To Foster Parents," 10 cents. For further information, write to the New York City Committee on Mental Hygiene, 105 East 22nd Street, New York 10, N. Y.

Children's Book Meeting

The need for current children's literature which deals with some of the real problems in our children's world today was discussed at the meeting which opened the children's book exhibit of the Child Study Association of America on December 5. Samuel Epstein, whose *New Broome Experiment*, written under the pen name of Adam Allen, received honorable mention for the Committee's award this year, spoke about the importance of writing honestly for young people and increasing their understanding of current problems. Augusta Baker spoke on the Negro in books for children (an excerpt from her talk appears in this issue). Lawrence Rogin, Educational Director of the Textile Workers Union

of America, discussed the need for wider distribution of juvenile books to a public which now has little access to them. He stressed the importance both of inexpensive publications, and of shaping some of the juvenile literature to the backgrounds and real problems of workers' children. Josette Frank, staff advisor to the Children's Book Committee, explained that the purpose of the Committee's award is to call the attention of writers and publishers to the dearth of books dealing courageously and realistically with the contemporary scene for young people. Mrs. Hugh Grant Straus, Chairman of the Committee, presided.

Nutrition Pamphlet

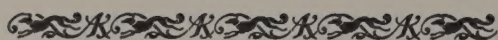
Helpful advice to mothers in feeding their children is outlined by the Children's Bureau in its publication, "The Road to Good Nutrition" (Publication 270), which has just been reissued. Chapters are included on infant feeding, food needs in early childhood and nutrition for school-age youngsters. It includes, too, a chapter on pregnancy diets. A check list is offered to help mothers determine whether or not their children are getting sufficient food of the right kinds.

Single copies may be had free upon request to the Children's Bureau, U. S. Department of Labor, Washington 25, D. C.

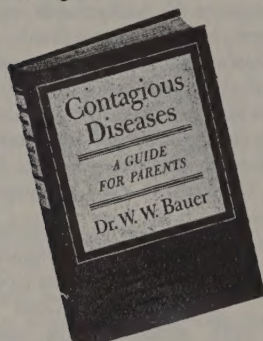
Training Volunteers

The fifth course in training Child Care Aides for volunteer work in nurseries and child-care centers began on January 15th at the headquarters of the Child Study Association of America. Endorsed by CDVO and AWVS, and directed by Aline B. Auerbach, educational associate of the Child Study Association, the course comprises seven weeks of lecture-discussion work, and three weeks of in-service training. Lecturers include members of the staff of the Association and other experts in the fields of nursery school education, pediatrics and child development. The volunteers of this group are now being assigned to day nurseries and child-care centers throughout the city.

In cooperation with the Masaryk Institute, a group of ten Czecho-Slovakian women were entered in the course to receive training for work in children's centers in Czecho-Slovakia after the war. Special instructions in other fields, such as home nursing, nutrition and children's diseases have also been planned to help equip them for their work abroad.



For intelligent parents
who want to safeguard
their families' health



CONTAGIOUS DISEASES

A GUIDE FOR PARENTS

by Dr. W. W. Bauer

Associate Editor of Hygeia

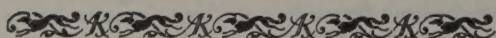
A new edition, completely rewritten and printed from new plates, of the standard book on the contagious diseases to which children are susceptible. Includes excellent chapters on prevention, home nursing and convalescence. Based on the most up-to-date findings of the medical profession, it is, in these days of overworked doctors and scarcity of nurses, literally invaluable.

Containing
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Diphtheria	Smallpox
Scarlet Fever	Chickenpox
Poliomyelitis	Rabies
(infantile paralysis)	Itch
Whooping Cough	Common Colds
Measles	

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This is a BORZOI BOOK, published in
New York by ALFRED A. KNOPP



NEW VISTAS FOR THE FAMILY

(Continued from page 37)

talk about cooperation and group projects, they could take their family wash down to the river and gossip while they worked. This was spontaneous and natural, and I believe that in the future we can recapture something of that cooperative spirit, even though we have to do it consciously and planfully.

We know that human nature hasn't changed, nor has the basic family relation changed. But we realize now that we have to operate in a completely new setting where emotional factors are accentuated by the fact that they close in on the small family. We should recognize, too the implications of the fact that woman's life naturally divides itself into distinct phases. During her child-bearing and child-rearing years, which for the average woman means at most fifteen to twenty years, we have to see to it that neither she nor her children suffer through her life being too circumscribed. During those years, her training and her experience and her interest in things other than her children needs to be kept alive so that later on she can take her place in the community as a person—not just as an ex-mother, ex-homemaker. At the present time it is not socially approved for a woman to plan for the later phases of her life while she is still in the young or middle phase. With all our modern talk of liberation, there persists from the old days a feeling that mothers must sacrifice their all for their children—including all their time, all their physical and mental energy.

If we are really to help the families of the future, then we must adjust our services to their needs—not insist that they conform to the existing agencies. I know the problem is difficult and complex, but I am certain that, once we recognize what is needed, American ingenuity and ability will present not one but many solutions.



HILDE HUBBUCK

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BOOKS FOR CHILDREN

(Continued from page 58)

Together, she says, "Whether the books are written for the Negro child or for other children, if they are about him, the objective is the same. They must be books which interpret life in all its variations, books which help young people to live together." These are the three main criteria to keep in mind when selecting books.

Parents have a particular obligation to protect and strengthen the natural tolerance of their children. It is their duty to refrain from buying books for them which portray minority groups in an unsympathetic, inaccurate manner. If publishers find that they cannot sell these books, such as *Ezekiel* and others, they will stop publishing them. Schools, too, have a strategic position to foster tolerance and promote cooperation. The attitude of the teachers in the daily life of the school is most important. Not only must they purge themselves of prejudices but they must also be familiar with the acceptable literature about minority groups so that they can guide their students toward a better racial understanding.

AUGUSTA BAKER

Children's Room, 135th Street Branch,
New York Public Library

DOUBLEDAY, DORAN Jr. Books

Recommended

by the CHILD STUDY ASSOCIATION

DADDY COMES HOME. Written and illus. by Charlotte Steiner	\$1.25
RED LIGHT GREEN LIGHT. By Golden MacDonald, illus. by Leonard Weisgard	2.00
YONIE WONDERNOSE. Written and illus. by Marguerite de Angeli	2.00
WINGS FOR PER. Written and illus. by Ingri and Edgar Parin d'Aulaire	2.50
RABBIT-GO-LUCKY. Written and illus. by Phyllis N. Coté	2.00
TOMMY AND HIS DOG, HURRY. By Helen Ferris, illus. by Ruth Wood	1.50
NEW WORLDS FOR JOSIE. By Kathryn Worth	2.00
THUNDERBOLT HOUSE. By Howard Pease, illus. by Armstrong Sperry	2.00
LOVE'S ENCHANTMENT. Collected by Helen Ferris, illus. by Vera Bock	2.50
THE LAND WE LIVE ON. By Carroll Lane Fenton and Mildred Adams Fenton	2.50
BATTLES—HOW THEY ARE WON. By Mary Elting and Robert T. Weaver, illus. by Jeanne Bendick	2.00

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A Guide to the Emotional Development of Young Children

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This invaluable aid to parents of young children has gone into its seventh printing, and remains one of the most widely recommended of all books for parents. Pediatricians, teachers, social workers, study group leaders, and librarians find in it the answers to many of the problems which parents present to them. If you have not yet bought your copy, we are happy to offer it to you in combination with CHILD STUDY QUARTERLY at a reduced price:

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